

**A COMPARATIVE STUDY BETWEEN THE USE OF TRANSITION  
ACTION DETAIL (TAD) STRATEGY AND CONTENT PURPOSE  
AUDIENCE (CPA) STRATEGY IN INCREASING THE STUDENTS'  
NARRATIVE TEXT WRITING ABILITY AT THE SECOND SEMESTER  
OF THE EIGHTH GRADE AT SMP NEGERI 2 KATIBUNG  
IN THE ACADEMIC YEAR OF  
2018/2019**



**A THESIS**

**Submitted as a partial fulfillment of  
The Requirement for S-1 Degree**

**By :**

**SARI SEPTIANI  
NPM : 1411040346**

**Study Program: English Education**

**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG  
2019**

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**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG  
2019**

## ABSTRACT

### A COMPARATIVE STUDY BETWEEN THE USE OF TRANSITION ACTION DETAIL STRATEGY AND CONTENT PURPOSE AUDIENCE STRATEGY IN INCREASING THE STUDENTS' NARRATIVE TEXT WRITING ABILITY AT THE SECOND SEMESTER OF THE EIGHTH GRADE AT SMP N 02 KATIBUNG IN THE ACADEMIC YEAR OF 2018/2019

By:  
Sari Septiani

This research focused on using Transition Action Detail Strategy and Content Purpose Audience Strategy towards students' writing ability, so the objective of this research was to find out whether there is significant difference between the use of Transition Action Detail Strategy and Content Purpose Audience Strategy in increasing the students' narrative text writing ability of the eighth grade at SMP Negeri 02 Katibung South Lampung in Academic Year of 2018/2019.

The research methodology was experimental design with the treatment held in 3 meetings 40 minutes for each. In this research, the researcher took two classes, one class as the experimental class A and the other class as the experimental class B as the sample of this research. In the experimental class A, the researcher used Transition-Action-Detail strategy while in the experimental class B the researcher used Content Purpose Audience strategy. The population of research was the eighth grade of SMPN 02 Katibung, South Lampung. In collecting the data, the researcher used instrument in form of writing test. The instrument was used for pre-test and post-test. After giving pre-test and post-test, the researcher analyzed the data by using t-test formula.

From the data analysis; it was found that result of T-test was 3.17. This result was consulted to the score of  $t_{critical}$  with level of significant 0.05 was 1.67. Due to  $t_{observed}$  is higher than  $t_{critical}$  ( $3.17 > 1.67$ ), so  $H_a$  is accepted. It can be concluded that there is a significant difference between of using Transition-Action-Detail and Content Purpose Audience in increasing students' narrative text writing ability at the second semester of the eighth grade of SMPN 02 Katibung South Lampung in the academic year of 2018/2019.

**Keywords:** *Transition-Action Detail Strategy, Content Purpose Audience Strategy, and Narrative Text.*





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**ADMISSION**

A research proposal entitled: **“A COMPARATIVE STUDY BETWEEN THE USE OF TRANSITION ACTION DETAIL STRATEGY AND CONTENT PURPOSE AUDIENCE STRATEGY IN INCREASING THE STUDENTS’ NARRATIVE TEXT WRITING ABILITY OF THE SECOND SEMESTER AT THE EIGHTH GRADE OF SMP NEGERI 02 KATIBUNG IN THE ACADEMIC YEAR OF 2017/2018”**, by: **SARI SEPTIANI, NPM: 1411040346**, Study Program: **English Education**, was tested and defended in the examination session held on: **Wednesday, May 29<sup>th</sup> 2019**.

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## **DECLARATION**

Hereby, I state this thesis entitled “A Comparative Between The Use of Transition Action Detail Strategy And Content Purpose Audience Strategy In Increasing The Students’ Narrative Text Writing Ability at The Second Semester of The Eighth Grade at SMP N 02Katibung In The Academic Year of 2018/2019” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.



## MOTTO

وَلَوْ أَنَّ فِي الْأَرْضِ مِنْ شَجَرَةٍ أَقْلَامٌ وَالْبَحْرُ يَمُدُّهُ مِنْ بَعْدِهِ سَبْعَةُ أَبْحُرٍ مَا نَفِدَتْ كَلِمَاتُ اللَّهِ إِنَّ اللَّهَ عَزِيزٌ حَكِيمٌ ﴿٢٧﴾

“And if all the trees on earth were pens and the ocean (were ink), with seven oceans behind it to add to its (supply), yet would not the words of Allah be exhausted (in the writing): for Allah is exalted in power, full of wisdom (27).<sup>1</sup> (Q.S. Luqman: 27).



---

<sup>1</sup> Abdullah Yusuf Ali, *The Holy Qur'an Text and Translation*. (New Delhi: Millat Book Centre, 2006), p.330



## DEDICATION

This thesis is dedicated to:

1. My beloved parents, Mr. Alhadi and Mrs. Furjah who already prayed, supported and guided me to be successful in my study and life.
2. My beloved brother, Ubaidi Mufrodi who always gives me spirit and suggestion.
3. All my big family, grandfather, grandmother, uncles and aunts.
4. My beloved friends S.O.B (Tri Handayani, S.Pd, Siska Dini Larasati, S.Pd Yuni Kartika, Windi Kuniati, Tika Amalia, Siti Zahra Pakas, S.Pd), Cici Apriyani, S.Ked, and Arief Darmawan.
5. My beloved lecturers and almamater of UIN Raden Intan Lampung.

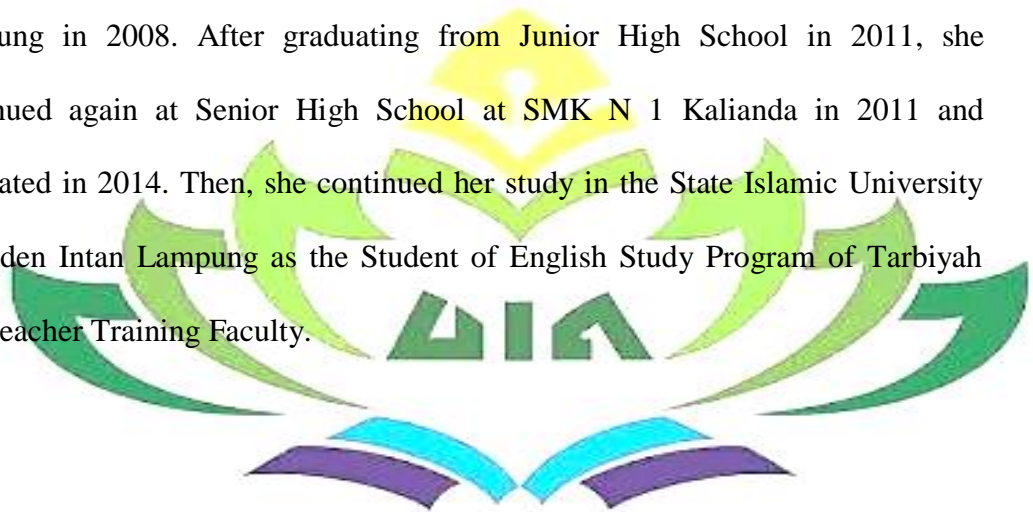




## **CURRICULUM VITAE**

The researcher's name is Sari Septiani. She was born in Babatan on September 8<sup>th</sup>, 1996. She is the second child of second children of Mr. Alhadi and Mrs. Furjah. She has one brother named Ubaidi Mufrodi.

The researcher started her study at elementary school of SDN 02 Babatan in 2003 and graduated in 2008. Then, she continued at Junior High School of SMP N 1 Katibung in 2008. After graduating from Junior High School in 2011, she continued again at Senior High School at SMK N 1 Kalianda in 2011 and graduated in 2014. Then, she continued her study in the State Islamic University of Raden Intan Lampung as the Student of English Study Program of Tarbiyah and Teacher Training Faculty.



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First of all, all praises to be Allah, the Most Merciful, the Most Beneficent for the blessing and mercy given to the researcher during her study and in completing this final project. Then the best wishes and salutation be upon the great messenger prophet Muhammad peace is upon him.

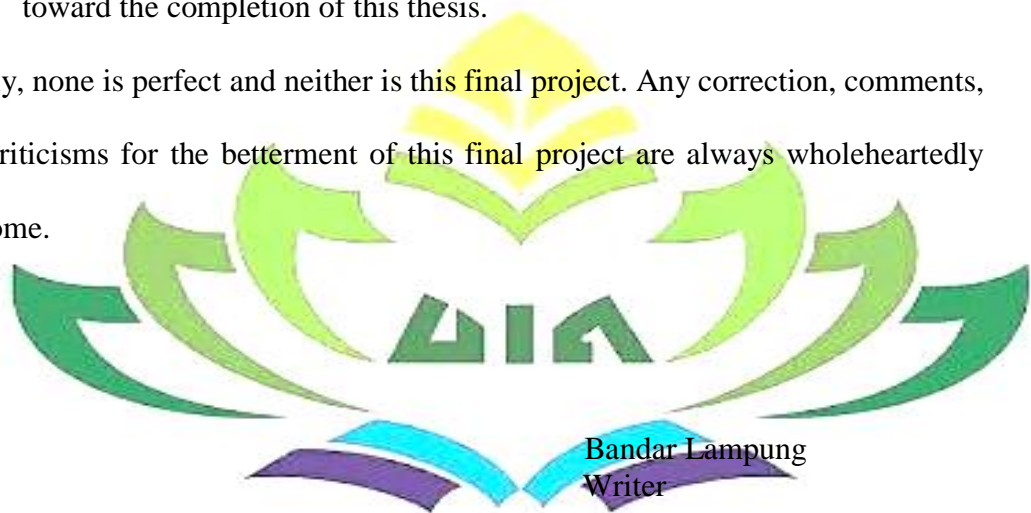
This thesis is presented to the English Study Program of State Islamic University (UIN) Raden Intan Lampung in order to fulfill a part of students' task in partial fulfillment of the requirements to obtain S1-degree.

Then the researcher would like to thank the following people for their ideas, time and guidance for this thesis.

1. Prof. Dr. H. Chairul Anwar, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with his personnel, who has given an opportunity and forbearance to the researcher when on going the study until the accomplishment of the thesis.
2. Meisuri, M.Pd, the chairperson of English Education Study Program of UIN RadenIntan Lampung.
3. Iwan Kurniawan, M.Pd, the Advisor, who has patiently guided and directed the researcher until the completion of this thesis well.
4. Deri Herdawan, M.Pd, the second advisor, who has spent countless hours correcting this final project for its betterment.
5. The English Departement lecturers of UIN Raden Intan Lampung.
6. The principal of SMPN 02 Katibung for following her to conduct the research.

7. Fatma, S.Pd, as the English teacher of SMPN 02 Katibung for being helpful during the research process and giving suggestion during the research.
8. The students of SMPN 02 Katibung for being cooperative during the research.
9. My friends in English Study Program class G who has greatly contributed toward the completion of this thesis.

Finally, none is perfect and neither is this final project. Any correction, comments, and criticisms for the betterment of this final project are always wholeheartedly welcome.



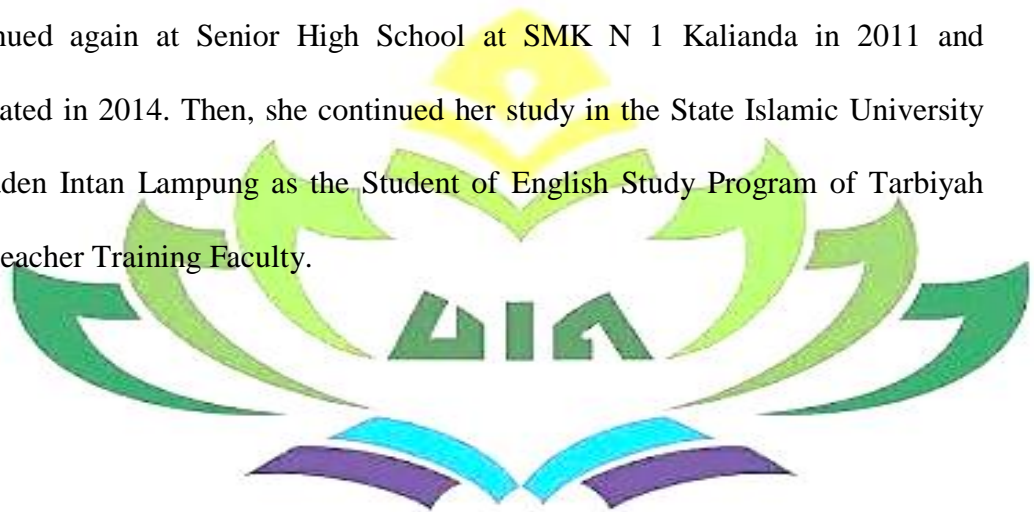
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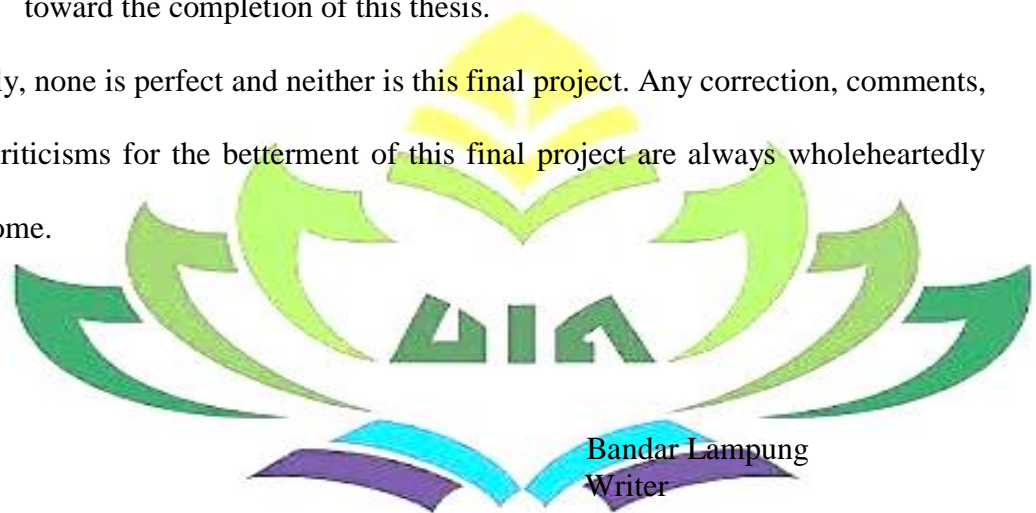
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Sari Septiani



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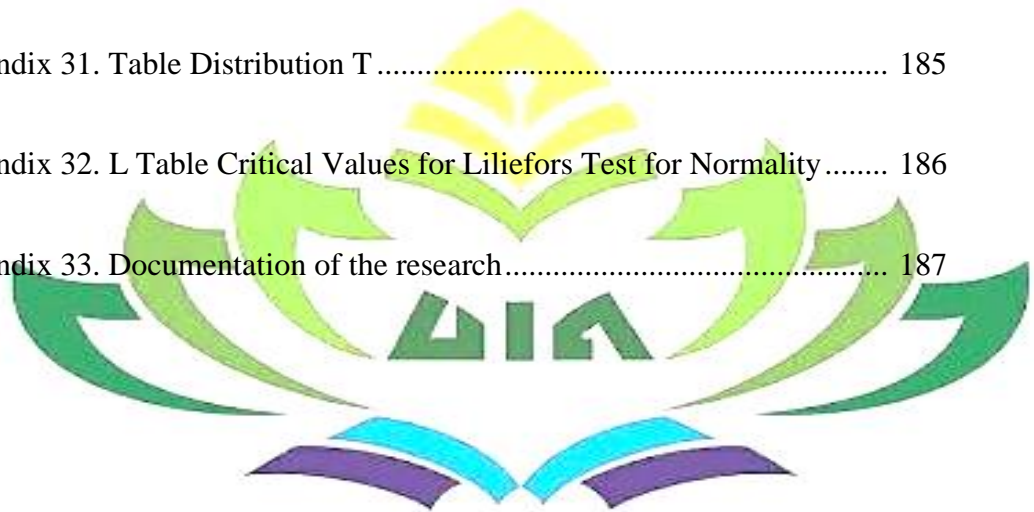
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## CHAPTER I INTRODUCTION

### A. Background of the Problem

Language is needed by everyone, because it is important thing for daily life. Language is a part of communication for every human. According to Harmer, language is used widely for communication between people who do not share the same first (or even second) language.<sup>2</sup> It means that language is means to share opinion, ide, information and etc. Furthermore, language is universal communication, when we meet the stranger from English we used language to interact with them.

As we know English is an International language. Patel stated that International English is a concept of the English language as a global means of communication in numerous dialects, and also the movement towards are International standart for the language.<sup>3</sup> Herein, studying English is needed by most people to communicate and to get information around the world. Thus, we can share our idea and information to people around the world by using English.

In educational system in Indonesia, English is included in curruculum for elementary school, junior school, senior school level, vocational school or university. Some of governments did efforts to improve and develop English

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<sup>2</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (4<sup>th</sup> Ed.), (London: Longman, 2007), p. 13.

<sup>3</sup> M.F. Patel & Praveen M. Jain, *English Language Teaching (Methods, Tools, & Technique)*, (Jaipur: Sunrise Publisher & Distributors, 2008), p.6

skill to Indonesia people, especially students at schools. It is one of steps to produce the educated people to face international competition in modern era.

Based on the Competence Curriculum, in teaching and learning English has the purpose to develop four language skills: listening, speaking, reading and writing. Alexander said that all of four basic language skills are Listening, Speaking, Reading and Writing. In his book he also said that the most important of all basic language skills are speaking and writing. “Speaking and writing are the most important of these skills, since to some extent they presuppose the other two”.<sup>4</sup> It means that writing is important skill to apply in the daily life.

In this research, the researcher focused on writing skill. Writing is one of the language skills that should be taught besides the other skills. Writing is the last basic language skill to be achieved in English language learning. Writing has been always formed as a part of the syllabus in teaching English. When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books, or other reference material to help them.<sup>5</sup> It means that the students was taught and involved in writing text and each student often discovers something new to write or a new way to express idea and students’ need to find the right words and the right sentences.

In teaching learning process of English in Indonesian school, especially on every educational level, writing is categorized as the last language skill that

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<sup>4</sup> L.G. Alexander. *Practice and progress*, (London: Longman Group Ltd, 1975). P.viii

<sup>5</sup> Jeremy Harmer. *How to Teach Writing* . New York. Longman.2009. p. 31

should be mastered by all students because the good writing skill the students have will help them in their academic success and their future. It means that writing is important for our life to get a good result and the best progress in every works. Thus, a good writing can make easy in achieving success.

Based on syllabus in teaching learning process of English, one of skill of English for junior high school is writing. Thus, writing is one of the basic language skills which should be mastered by students of junior high school. Furthermore, writing is a language skill that can be used to communicate and to express ideas with others in written form (paper). So it is the basic skill that is very important for the student. In the process of writing, a writer explored her mind to find new ideas which will make her writing meaningful. The ideas will be in a sentence, a paragraph and a text.

In the current curriculum-School based curriculum (Kurikulum Tingkat Satuan Pendidikan) there are several texts which are thought to be learnt by junior school students in Indonesia. According to the Standard of Competence (SK) and Basic Competence (KD) in the current curriculum KTSP 2006, some of those texts are procedure, descriptive, argumentative and narrative text.

Among the texts which are mentioned above, narrative is considered as one of the text should be taught. Narrative text is a form of story text that has purpose to entertain readers. Luardini and Asi state narrative text are those which are organized according to time order or chronological order.<sup>6</sup> It means

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<sup>6</sup> Luardini, maria arina and asi, natalina. *International Journal of English education. An Analysis of Linguistic Competence in Writing texts. Indonesia: Palangkaraya University. 2014. VoL. 3 (2) p. 82.*



that it tells about an imaginary experience which has a social function to amuse, to entertain and to deal with an actual or a vicarious experience in a different way. Furthermore, the researcher should be able to write interesting stories to entertain the reader. The researcher chose a narrative text as one of texts which should be mastered by students at Eighth grade junior high school.

In doing preliminary research, the researcher gets students' narrative writing score at the eighth grade of SMPN 2 Katibung South Lampung from the English teacher. The following table is the result of students' narrative writing score.

**Table 1**  
**Students' Writing Test Score in the Eighth Grade of SMPN 2**  
**Katibung South Lampung in the Academic Year of 2017/2018**

No	Student's Score	Class				Total	Percentage
		A	B	C	D		
1	≥70	9	7	6	6	28	28.28%
2	<70	16	18	18	19	71	71.71%
<b>Total</b>		<b>25</b>	<b>25</b>	<b>24</b>	<b>25</b>	<b>99</b>	<b>100%</b>

*Source: English Teacher in SMP Negeri 2 Katibung, South Lampung.*

From table 1, there are 71 students out of 99 students who failed the criteria of minimum mastery (KKM) and there are 28 students passed. In this case, KKM score of SMP Negeri 2 Katibung is 70 and there are many students who get the score under 70. The total number of students who get difficulty in writing is 71 out of 99. It means that percentage of students who felt difficulty and under average in writing is 71.71%.

By interviewing the English teacher, at SMP Katibung it can be known that most of students have lack comprehension in grammar and vocabulary. Besides, the students have low motivation in learning English especially

writing material. Thus, the students have difficulties to make and combine a sentence or paragraph in writing. Furthermore, she said that writing ability of students is various. But, still many the students that can not write correctly. In teaching writing, Mrs.Fatma uses a lecture method.<sup>7</sup> Based on explanation above, it can be concluded that in learning process the teacher used lecture method, the she talks more as a medium of learning. Thus, in this case the teacher becomes teacher centered.

Besides interviewing the teacher, the researcher also interviewed some students from the eighth grade of SMP Negeri 2 Katibung South Lampung. They said that, in learning English they felt so bored and not interest, because the teacher teaches monotonously especially teaching in writing narrative text. They found difficulties to understand the writing material well, especially vocabulary and grammar. They could not compose a good sentence in paragraph, so they were lazy to write and felt unmotivated to follow teaching and learning process. The researcher concluded that the problem of students in learning and understanding English is less interested of all material especially writing skill, because the teacher teach with monotonous way.<sup>8</sup> It means that the teacher less in mastering how to teach with attractive way. Thus, it can be the problem for students to study English.

To solve the problems which have been explained above, the teacher can use strategy to teach in order to be more effective and not monotonous for students in the classroom. Besides, to make students more motivated and

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<sup>7</sup> Fatma. *English Teacher*, at SMP Negeri 2 Katibung South Lampung, on Tuesday, March 06. 2018. *An Interview*.

<sup>8</sup> *Students*, at SMP Negeri 2 Katibung South Lampung.

creative to develop their ideas in learning English especially writing narrative text. Thus, the teacher will be easier and more enjoy in teaching learning process.

There are some strategies that can be used by the teacher in writing class. They are Transition Action Detail and Content Purpose Audience strategy. According to Peha, TAD is a writing strategy that used transition action details chart which consist of columns and rows that shows a sequence of event.<sup>9</sup> It means that TAD is the writing strategy which can be used in several kinds of text.

Furthermore, the result of the research conducted by Budiani showed that Transition-Action-Detail strategy can be used to improve the students' writing ability.<sup>10</sup> The research has been done on november 6<sup>th</sup> - 12<sup>th</sup> February 2014 at SMPN 2 Depok. The result of the research after using TAD strategy could improve students' writing ability. Through the activities in TAD, students were able to arrange their story into a good order by TAD columns given. Thus, this strategy can help the students in order to make them more creative and develop their idea in writing.

Another research which has been conducted by Rina, in her thesis entitled "The influence of Transition-Action- Detail Strategy toward Students' Recount Paragraph Writing Ability at the Second Semester of the Eighth

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<sup>9</sup> Steve Peha. *Be a Better Your Guide to the Writing* 2006: Inc, Live the Leverage Factory. p.38

<sup>10</sup> Veranita Budiani, *Using TAD (TRANSITION-ACTION-DETAIL) Strategy to Improve the Eighth Grade Students' Ability In Writing Recount Texts at SMPN 2 Depok In The Academic Year of 2013/2014*, S1, Yogyakarta: English Education, Faculty of Languages and Arts, Yogyakarta State University, 2014, p. 29. Unpublished

Grade of SMPN 14 Bandar Lampung in 2013/2014 Academic Year” showed that there is positive influence of using TAD strategy toward students in writing ability. By seeing the result of the data calculation it can be known that the null hypothesis ( $H_a$ ) is consequently accepted. Thus, she concluded that TAD strategy is good strategy in improving students’ recount paragraph writing ability. It is supported by the scores of the students. They received higher scores after she gave the test.<sup>11</sup> So, it can be concluded that the students can get higher score after being taught by using TAD strategy.

Moreover, Content Purpose Audience strategy is a teaching strategy which consists of three pieces. The first piece is Content, there are two parts for the content; main idea and key detail. The second is Purpose, the purpose also have two parts they are think and do. The last piece is similar with the previous explanation, there are two parts; people and question.

It was supported by previous research which has been done by Fitri Jayanti. Based on her research, she said that there was significant Content-Purpose-Audience (CPA) Strategy toward Students’ Writing of Analytical Exposition Text. CPA is a writing strategy that can help the students to develop their idea in writing process. For the teaching writing analytical exposition text by using CPA at the eleventh grade in SMA Nurul Falah Pekanbaru on november – december 2015 got the result of the alternative

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<sup>11</sup>Winda Wilanda Octa Rina, *The Influence Of Transition-Action-Detail Strategy Toward Students Recount Paragraph Writing Ability At The Second Semester Of The Eighth Grade Of SMPN 14 Bandar Lampung In 2013/2014 Academic Year*, S1, Bandar Lampung: English education, Tarbiyah and Teacher Training Faculty, Raden Intan State Institute studies of Bandar Lampung 2013, p. 47



hypothesis is accepted and null hypothesis is rejected. It showed that there was positive effect by using CPA where this strategy helped the students wrote a simple paragraph about analytical exposition text with purpose, generic structure, and language features well.<sup>12</sup> It means that the students are easy to express idea step by step by used this strategy, because this strategy has three steps and every step has a purpose in writing process.

In addition research was conducted by Purwaningsih in her thesis entitled “The Effect Of Using Content Purpose Audience (CPA) Strategy Toward Students’ Writing Skill At Eleventh Grade of SMA N 1 Basa Ampek Balai Tapan in 2013/2014 Academic Year”. There were two things which were discussed in this study, content purpose audience strategy and writing skill. The objective of this study was to show the significant effect of using Content Purpose Audience Strategy toward students’ writing skill. Content purpose audience startegy is one of most important thing to achieve the students goal in writing skill.<sup>13</sup> The research findings showed that the content purpose audience strategy affected the students’ performance in writing skill. It means that this strategy is suitable to write.

From the explanation above, TAD and CPA are strategies which have similarities and differences in teaching writing. The similarity of both strategies are a guide in guiding the students in writing paragraph through

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<sup>12</sup>Dahler Fitri Jayanti, *The Effect of Using Content-Purpose-Audience (CPA) Strategy toward Students’ Writing of Analytical Exposition Text at the Eleventh Grade of SMA Nurul Falah Pekanbaru Universitas Lancang Kuning*. p.53

<sup>13</sup> Dewi Purwaningsih, *The effect of using content Purpose audience (CPA) Strategy Toward Academic Year*, (STKIP PGRI Sumatera Barat), 2014. p. 8

chart which consist of several column and these strategies are used for pre-writing. Thus, both of strategies can make text more simple and easy understood by readers what has written by writer. Furthermore, both of startegies have difference also. TAD is to apply in group and this strategy is more simple to used. CPA strategy is used by students individually and has more column that has to be filled. can be concluded that both strategy is useful strategies to develop ideas, students' experience in writing, especially in narrative text.

Based on the explanation above, It can be concluded the teaching learning process will be effective and efficient if the teacher apply these strategies. Furthermore, both strategies are appropriate strategies to be used by teacher in teaching writing, especially writing narrative text. Thus, these strategies can make the students more creative and guided them to create their ideas.

Based on the problems above, the researcher is interested in conducting a research entitle: "A Comparative Study Between the Use of Transition Action Detail (TAD) Strategy and Content Purpose Audience (CPA) Strategy in Increasing the Students' Narrative Text Writing Ability at the Second Semester of the Eighth Grade at SMP Negeri 2 Katibung in 2018/2019 Academic Year".

## **B. Identification of the Problem**

Based on the background of the problem above, the researcher identified the problems as follows:

1. The students' motivation in writing is still low.

2. The students lack of vocabulary and grammar.
3. The strategy used by the teacher is not effective

#### **C. Limitation of the Problem**

Referring to the identification of the problem above, the researcher wants to know the difference between the use of TAD strategy and CPA strategy towards students' narrative text writing ability at the second semester of the Eighth Grade at SMP Negeri 2 Katibung, South Lampung in the academic year of 2018/2019.

#### **D. Formulation of The Problem**

Based on the problem above, the researcher formulates the problem as follows:

Is there any significant difference between the use of Transition Action Detail Strategy and Content Purpose Audience Strategy in increasing the students' narrative text writing ability of the Eighth Grade at SMP Negeri 2 Katibung, South Lampung in the academic year of 2018/2019?

#### **E. Objectives of the research**

The objectives of the study is intended to find out whether there is significant difference between the use of Transition Action Detail Strategy and Content Purpose Audience Strategy in increasing the students' narrative text writing ability.

## **F. Use of the research**

### **1. Theoretically**

The result of the research is expected to be used to support the theory which will be explained the next chapter about a comparative study between the use of Transition Action Detail Strategy and Content Purpose Audience Strategy towards students' Narrative text writing ability of the eighth grade of junior high school.

### **2. Practically**

- a. For the students, the students will get easy strategy to write by using TAD and CPA
- b. For the English teacher, this research is expected that the result of this research can improve the way how the English teacher teaches especially in teaching writing ability. It is also expected that the use of the right strategy especially by using TAD or CPA strategy can make the students easy to learn so it can improve their writing ability.

## **G. Scope of the Research**

### **1. Subject of the Research**

The subject of the research was students of the Eighth Grade at SMP Negeri 2 Katibung, South Lampung in the academic year of 2018/2019.

### **2. Object of the Research**

The object of the research was the use of the Transition action detail (TAD), and content purpose audience (CPA) strategy as well as the students' narrative text writing ability.



### 3. Time of the Research

The research was conducted of the second semester at the Eighth Grade in the academic year of 2018/2019.

### 4. Place of the research

The research was conducted at the SMP Negeri 2 Katibung, South Lampung.



## CHAPTER II REVIEW OF RELATED LITERATURE

### A. Teaching English as a Foreign Language

According to Brown teaching is guiding and facilitating learning enabling the students to learn, and setting the conditions for learning. Teaching is all activities which done by teacher and students in guiding practical classroom actions to reach out the teaching and learning purpose.<sup>14</sup> Based on this statement, it can be concluded that teaching and learning is related each other and both of them cannot be separated. If the teaching emphasizes on teacher behavior, then learning emphasizes on students behavior as outcomes of the teaching.

In addition, Moore states that teaching as the actions of someone who is trying to assist other to reach their fullest potential in all aspects of development.<sup>15</sup> In learning process, teacher should provide students with opportunities to explore and experiment in a stable and supportive atmosphere. Teacher's job is to provoke intellectual activity by helping them to be aware of contrasting ideas and concepts, which they can resolve by themselves though still with the teacher's guidance. To achieve the outcomes of teaching and learning process, the teacher should have variation of method and media for teaching process so that the students can get the idea of the lesson.

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<sup>14</sup> H. Douglas Brown *Principles of language learning and teaching*. San Francisco, State University: Pearson Education, 2000. P. 7

<sup>15</sup> D. Kenneth Moore, *Effective Instructional Strategies from theory to practice*. New Delhi, ND: Sage Publications, Inc.2005. P. 4

From the explanation above, the researcher concludes that teaching is the process of transferring the knowledge, guiding, combining the knowledge of education, and structured classroom situations by the teacher to the students to help them in using and understand language, especially help the students to use their ability in writing. Harmer states that English as a foreign language is generally taken to apply the students who are studying general English at the schools and institutes in their own country or as transitory visitors in a target language country.<sup>16</sup> It means that the purpose of teaching English as a foreign language is adding the student's knowledge in order to help them to be able to communicate with everyone around world.

## **B. Concept of Writing**

### **1) Definition of writing**

Generally, writing is needed as medium through which people share what they have in mind. According to McDonald, writing is usefully described as a process; something which shows continuous change in time that should be developed and trained continuously.<sup>17</sup> It is also supported by Fylnn and Stainthrop that writing is medium human communication that represents language through the inscription or recording of signs and symbols in action and highly complicated

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<sup>16</sup> Jeremy Harmer, *The Practice of English Language Teaching*, London: Longman Group UK Limited, 3<sup>rd</sup> Edition, 1991, p. 39

<sup>17</sup> Cristina Russel McDonald and Robert L. McDonald, *Teaching Writing: Landmarks and Horizons*. (Carbondale: Southern Illinois University Press, 2002), p. 7

task.<sup>18</sup> It can be said that writing is a process that we write is often heavily influenced by the constraints of genres, and then these elements have to be presented in learning activities.

Meanwhile, Langan said that writing is a process of discovery that involves a series of steps, without practice, people can think that writing is difficult.<sup>19</sup> Like Langan, Tangpermpoon defined that writing is known as the most complicated skill to master for language learners because they need to have several background knowledge of L2 about the rhetorical organizations, proper language use or specific lexicon with which they want to deliver to their readers.<sup>20</sup>

Based on the explanation above, it shows that learning writing is assumed to be difficult and the students should develop a full understanding of the writing process so they are able to express themselves more confidently, effectively, and efficiently in order to create a piece of writing.

Besides, writing is one of the most significant cultural accomplishments of human being. It allows us to record and convey

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<sup>18</sup> Naomi Fylnn and Rhona Stainthrop, *The Learning and Teaching of Reading and Writing*, (Chricthester: Whurr Publisher Limited, 2006, p. 54

<sup>19</sup> John Langan, *College Writing Skills with Readings*-6<sup>th</sup> Ed., (New York: McGraw-Hill, 2005), p.12

<sup>20</sup> Thanatkun Tangpermpoon, *Integrated Approaches to Improve Students Writing Skills for English Major Students*, ABAC Journal 28, 2008, pp. 1-9.

information and stories beyond the immediate moment.<sup>21</sup> Writing allows us to communicate at a distance, either at a distant place or time.

Writing is also one of the way to communicate the writer's thought or ideas to the others. Writing is a tool for indirect communication between the writers with the readers. In expressing the ideas, a writer should explore their thought to make readers interested in their writing. It makes the readers understand the messages clearly. Every writer has different purposes of writing.

Writing is very significant for students in term that they should take notes from their teacher, make a report, and finish assignments from the teacher. It can be also an indicator to show that they have gained the information. It is significant for students to master writing skill the researcher. If they do not master it, it will be difficult for them to share to their teacher or their friends about anything in a written form, besides writing is a way to demonstrate their understanding and interpretation of concept and theory studies during the learning process.

Based on the explanation above, writing is a form of the students' understanding about the lesson that they have learnt. From writing, the teacher can assess their students' knowledge and interpretation about the lesson.

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<sup>21</sup>Henry Rogers. *Writing Systems: A Linguistic Approach*. (Oxford: Blackwell Publishing: 2005), p. 1



## 2) Writing Process

Writing process is the stages of writer in exploring their mind in order to produce something in final written form. This process may, of course, be affected by the content (subject matter) of the writing, the type of writing (shopping lists, letters, essays, reports, or novels), and the medium it is written in (pen and paper, computer word files, live chat, etc.). In addition, Nation states that one way of focusing on different aspects of writing is to look at writing as a process.<sup>22</sup> It means that writing process contains several sub processes which are imperatively united as an outline for students to begin and finish their writing. But in all of these cases it is suggested that the process has four main elements;

### a. Planning

Experienced researchers plan what they are going to write. Before starting to write or type, they try and decide what they are going to say. For some researchers this may involve making detailed notes. For other a few jotted words may be enough. Still others may not actually write down any preliminary notes at all since they may do all their planning in their heads.

When planning, researchers have to think about their main issue. In the first place they have to consider the purpose of their writing since this will influence (amongst other things) not only the

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<sup>22</sup> I.S.P. Nation, *Teaching ESL/EFL Reading and Writing*, New York and London: Routledge,(2009) Publisher. p.114

type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced researchers think of the audience they are writing for, since this will influence not only the shape of the writing (how it is laid out, how the paragraphs are structured, etc.), but also the choice of language – whether, for examples, it is formal or informal in tone. Thirdly, researchers have to consider the content structure of the piece – that is, how best to sequence the facts, ideas, or arguments which they have decided to include.

#### b. Drafting

We can refer to the first version of a piece of writing as a draft. This first 'go' at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

#### c. Editing (reflecting and revising)

Once researchers have produced a draft they then, usually, read through what they have written to see where it works and where it doesn't, perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing. They may then move paragraphs around or write a new introduction. They may use a different form of words for a particular sentence.

More skilled writers tend to look at issues of general meaning and overall structure before concentrating on detailed features such as

individual words and grammatical accuracy. The latter two are, of course, important and are often dealt with later in the process.

Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

d. Final version

Once researchers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.<sup>23</sup>

Based on the explanation above, it can be concluded that writing process is an activity to express the ideas through several of the steps. In addition, writing is an activity that is done by fulfilling four stages including: planning, drafting, editing and final version. Herein, to make students more easy to create their idea, expressing, feeling and thought.

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<sup>23</sup> Jeremy Harmer, *The Practice of English Language*, London: Longman Group UK Limited, 3<sup>rd</sup> Edition, 1991, p. 4-5

### 3) Writing Purpose

In writing, the researcher has purposes to convey messages to the reader. No matter what kind of writing the researcher does, he/she should have a specific and clear purpose. It can be done by selecting right words and suitable sentences structure to convey the intended meaning.

According to Grenville, there are three purposes of writing: to entertain, to inform and to persuade.<sup>24</sup>

#### a. To entertain

Writing to entertain generally takes the form of imaginary or creative writing. It means that the researcher needs to use his/her creativity. It must not make the readers laugh, but engage their feeling in some ways.

#### b. To inform

Writing to inform has purpose to tell the reader about something. This kind of informative writing can focus on objects, places, procedures, and events. It can be seen in newspaper and articles, scientific or business reports, instructions or procedures, and essays for school and university.

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<sup>24</sup> Kate Grenville. *Writing from Start to Finish: A Six Step Guides*. Australia: Allen and Unwin. 2001, p.1

c. To persuade

The researcher tries to convince the reader of something that a point of view is valid by presenting the fact/data so that readers follow writer's opinions and act upon it.

In conclusion, the purpose of writing is not only to express the ideas, feeling or thought in written symbol but it also has specific purposes such as to entertain, to inform and to persuade the readers.

#### 4) Writing Ability

Siahaan states that writing ability is the skill of a research to communicate information to a reader or group of readers.<sup>25</sup> It means that writing ability is important skill to express idea or information of writer in forms of from in order to can accepted by reader easily.

Another definition comes from Yeon who states that writing ability is writing assessment in English class as a way of evaluating performance and it should be specified before practical assessment procedure is designed<sup>26</sup>. Moreover, Nunan as cite in Jyi Yeon states that "writing ability is defined as the ability to respond to a given stimulus"<sup>27</sup>.

From the explanation above, the researcher concludes that writing ability is the ability of the writer that is measure in assessment. Writing

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<sup>25</sup>Sanggam Siahaan, *Issues in Linguistics*, Yogyakarta: Graha Ilmu, 2008, p. 2

<sup>26</sup> Jyi-Yeon, *Defining Writing Ability for classroom Writing Assessment in High School*, 2009, Available on: <http://files.eric.ed.gov/fulltext/EJ921024.pdf>, Mei 20<sup>th</sup> 2018, p.54

<sup>27</sup> *Ibid*



ability is the ability which is test to get stimulus in the critical design a test for particular content.

Writing have some components that should be used by reader in order to get good writing. They are:

- a. Content (the ability to think creatively and develop thoughts)
- b. Organization (the ability to write in appropriate manner)
- c. Vocabulary (the ability to use of word/idiom)
- d. Language Use (the ability to write in appropriate structure)
- e. Mechanics (the ability to use punctuation, capitalization, spelling and layout correctly).<sup>28</sup>

Based on the statement above, it can be concluded that these components of writing should be considered for those who want to write in order to produce the good written material. Thus, the students must be able to express their idea, what they thought through written form and mastery component such as content, organization, vocabulary, language use, and mechanic.

## 5) Teaching Writing

Writing has become a valuable tool in the school classroom for engaging students in thinking, showing understanding, creating, communicating, and learning.<sup>29</sup> Further, Harmer said that by far the

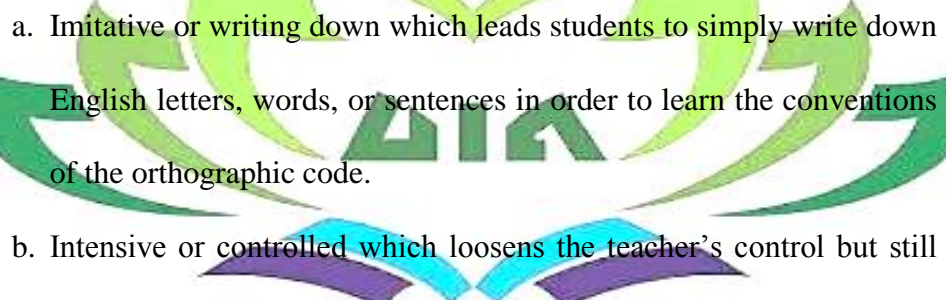
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<sup>28</sup> Cristopher Tribble, *Language Teaching Writing*, New York: Oxford University Press, 1996. p. 130

<sup>29</sup> Jim Burke, *Writing Across the Curriculum*, Carolina: Public Schools of North Carolina, 2012. p. 2

most important reason for teaching writing, of course is that a basic language skill.<sup>30</sup> It means that teaching writing is the way to express and improve basic English such as, ideas, opinion, though that students have in communication. Additionally, teaching writing will help the students to be a good writer in the classroom.

According to Brown, there are five principles categories of classroom writing performance such as imitative writing, intensive writing, self-writing, display writing, and real writing. They are explained as follows:

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- a. Imitative or writing down which leads students to simply write down English letters, words, or sentences in order to learn the conventions of the orthographic code.
  - b. Intensive or controlled which loosens the teacher's control but still offers a series of stimulators. A common form of controlled writing is to present a paragraph to students in which they have to alter a given structure throughout. is note taking.
  - c. Self-writing which leads students to write in an element of display writing or writing with only the self in mind as an audience. The activities of this category in classrooms are note-taking, diary, and journal.

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<sup>30</sup> Jeremy Harmer, *How to Teaching English*, EdinburghGate: Pearson Longman, 2004. p. 49

d. Display writing which leads students to to write in an element of display writing. Written exercises and short answer essays are the examples of activities in this category.

e. Real writing which aims to communicate a message to an audience.

This type of writing performance can occur in the academic, vocational or technical, and personal scope. Every beginner writer starts to write from the basic activity such as imitative writing. This kind of activity gets the students to make letters, words, and simple sentences. The next is intensive writing which focuses on grammar, vocabulary, or sentence formation, and not necessarily to convey the meaning. Then in next levels, the students are allowed to produce their written products in the form of texts of several pages which require better skill than the previous ones.<sup>31</sup>

From the explanation above, it can be concluded that teaching writing focuses on the product and writing process. The writing process is the procedures when teaching writing to the students. They are Imitative or writing down, Intensive or controlled, Self-writing, Display writing and Real writing, after the teacher knows the procedures of teaching writing, she/ he can focus on how to improve students' writing ability by those certain processes and can more effective in teaching learning process.

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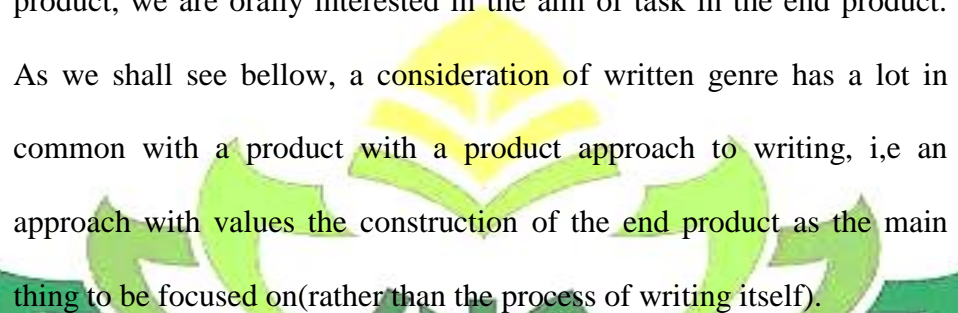
<sup>31</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Second Edition. White Plains, NY: Pearson Education (2001). p. 343-346

## C. Approaches in Teaching Writing

According to Harmer, there are approaches in teaching writing as follows:

### 1. Process and Product

In the teaching of writing we can either focus on product of that writing or on the writing process itself. When concentrating on the product, we are orally interested in the aim of task in the end product. As we shall see bellow, a consideration of written genre has a lot in common with a product with a product approach to writing, i.e an approach with values the construction of the end product as the main thing to be focused on (rather than the process of writing itself).



### 2. Genre

A lot within a discourse community in very genre bound. In other words, writers frequently construct their writing so that the people within that discourse community will instantly understand what kind of writing it is. We know what an advertisement is when we see it, we recognize poetry formats and we know what writing we do to help students learn language or to do test them on that language.

## D. How to Test Writing

In teaching writing there are several how to test writing for to the students. There are three designing assessment task for writing skill, they are as follows.<sup>32</sup>

### 1. Imitative writing

Imitative writing is used for the beginning level English learner which needs basic training in and assessment of imitative writing: therudiments of formin letters, words, and simple sentences. We examine this level of writing first.

#### a) Task in (Hand) writing letters, words, and punctuation.

- Copying
- Listening cloze selection task
- Picture cued task
- Form completion task
- Converting nubers and abbreviation to words

#### b) Spelling task and detecting phoneme grapheme correspondences.

- Spelling test
- Picture cued task
- Multiple choices techniques
- Matching phonetics symbols

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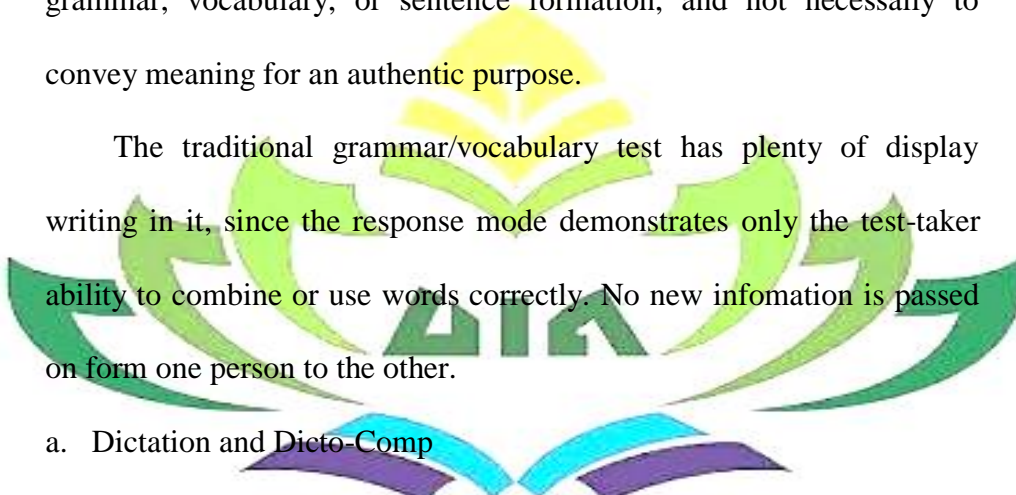
<sup>32</sup>Athur Hughes, *Testing for Language Teachers*, Second Edition, (Cambridge: University Press, 2003), p. 83-85



## 2. Intensive (controlled) writing

This next level of writing is what second language teacher training manuals have for decades called controlled writing. It may also be thought of as form focused writing, grammar writing or simply guided writing. A good deal of writing at this level is display writing as opposed to real writing: students produce language to display their competence in grammar, vocabulary, or sentence formation, and not necessarily to convey meaning for an authentic purpose.

The traditional grammar/vocabulary test has plenty of display writing in it, since the response mode demonstrates only the test-taker's ability to combine or use words correctly. No new information is passed on from one person to the other.

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- a. Dictation and Dicto-Comp
  - b. Grammatical transformation tasks
  - c. Picture cued tasks
    - Short sentences
    - Picture description
    - Picture sequence description
  - d. Vocabulary assessment tasks
  - e. Ordering tasks
  - f. Short answer and Sentence completion tasks

### 3. Responsive and Extensive

In this section we consider both responsive and extensive writing tasks. They will be regarded here as continuum of possibilities ranging from lower end tasks whose complexity exceeds those in the previous category of intensive or controlled writing, through more open ended tasks such as writing short reports, essays, summaries, and responses, up to texts of several pages or more.

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- a) Paraphrasing
  - b) Guided question and answer
  - c) Paragraph construction tasks
    - Topic sentence writing
    - Topics development within a paragraph
    - Development of main and supporting ideas across paragraphs.
  - d) Strategic options
    - Attending to task
    - Attending to genre

From the explanation above, teaching writing skills is important skill for students because when students find the new words, they often think and write it for their language. From studying about writing, the students will know how they use their punctuation, grammar, vocabulary, spelling, and all that include in writing. Based on the explanation the researcher use designing assessment by responsive and extensive because

the instrument in the task the researcher ask to the students to write a paragraph of narrative text that include in paragraph construction task.

## **E. What to Test Writing**

In writing activity, the researcher are succesful if their writing contains some components of writing. there are five components which have to fulfill. The components are:

1. Content (the ability to think creatively and develop thoughts).
2. Organization (the ability to write in appropriate manner).
3. Vocabulary (the ability to use of word/idiom).
4. Language (the ability to write in appropriate).
5. Mechanic (the ability to use punctuation, capitalization, spelling, and layout correctly).<sup>33</sup>

Based on statement above, writing has five components: Content, Organization, Vocabulary, Language, and Mechanic. they are components to be intended by the researcher to get good writing.

## **F. Concept of Text**

### **1) Definiton of text**

According to Feez and Joyce that a text is any stretch of language which is held together cohesively through meaning.<sup>34</sup> Whether a stretch of language is a text or not has nothing to do with its size or form. It has

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<sup>33</sup> Christopher Tribble, *Op., Cit*

<sup>34</sup> H. Joyce & S. Feez, *Text-based Syllabus Design*. Sydney: Macquarie University Press, 1998. p. 4

to do with the meaningful stretch of language working together as a unified whole. The definition above describes that a text is a combination of the sentences that has meaning. Therefore, before learning narrative text, we have to know the definition a text first, whether it belongs to a text or not. Anderson and Anderson state that texts are divided into two main categories. They are:

a. Literacy texts

It is constructed to appeal the emotion and imagination. There are three main text types in this category: narrative, poetic and dramatic.

b. Factual texts

It presents information or ideas, aim to show and tell or persuade the audience. Factual texts include recount, response, explanation, discussion, information report, exposition and procedure.<sup>35</sup>

Basically, the texts are categorized in two main parts in which each text has different meaning and function. So, we can use the texts above based on our need.

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<sup>35</sup> Mark Anderson and Kathy Anderson, *Text Type in English*, South Yara: Macmilian Education, 1997, p.1

## 2) Text Types in English

According to English Syllabus for junior high school there many kinds of text that are taught in junior high school. They are, descriptive, procedure, recount, and narrative text.

### a. Descriptive Text

According to Anderson and Anderson a description text describes a particular person, place or thing. Its purpose is to tell about the subject by describing its features without including personal opinions. Description differs from an information report because it describes a specific subject rather than a general group. The example of descriptions texts includes descriptions of a particular building, description of a specific animal, descriptions of a particular places, and descriptions of a specific person.

### b. Procedure Text

Procedure text is one of the texts in genre based approach. Procedure text is a piece of writing that tells us information of making or doing something through several steps or directions. The example of procedure texts includes cooking recipes, direction to find a place, rules game, manual instructions of a tool, science experiment.<sup>36</sup>

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<sup>36</sup> *Ibid.* p. 26



### c. Recount Text

Recount text is a text that retells the past event. Its purpose is to provide a description and when it occurred with sequence of events. There are some features of a recount. Anderson describes the generic structure of a recount text. The explanation is presented below:

Constructing a recount, a recount text has three main sections. The first is orientation. It consists of what, where and when the story are happened. The second is sequence of events. It retells the events in the order in which they happened. And the last is reorientation.<sup>37</sup> It consists of a conclusion. Grammatical features of a recount, a recount usually includes the following grammatical features:

- 1) Proper nouns to identify those involved in the text.
- 2) Descriptive words to give details about who, what, when, where, and how.
- 3) The use of the past tense to retell the events.
- 4) Words that show the order of the events.

### d. Narrative Text

Narrative text is a piece of text which tells a story to entertain and inform the reader and listener.<sup>38</sup> The generic structures of narrative text are orientation, complication, evaluation, and resolution. While the language features as follows focuses on specific participant, uses

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<sup>37</sup> *Ibid.* p.29

<sup>38</sup> *Ibid.* p.8

past tense, uses time connective and conjunction uses saying verb, the examples of narrative text are Cinderella, Mouse Deer and Crocodile, Malin Kundang, etc.

Based on the explanation above, it can be concluded that there are many kinds of texts in teaching writing for students of junior high school and every students have to be able to understand the generic structure and language feature of the texts.

### **3. Concept of Narrative Text Writing**

#### **a. Definition Narrative Text**

Narrative text is one of genre which is taught at the eighth grade students. Anderson and Anderson stated that narratives are usually told by a story teller.<sup>39</sup> Another definition, Clouse defined the narrative text is a kind of story either fictive or real which contains a series of events in which how the story is told and how the context is presented as aspects of the story construction.<sup>40</sup> It should tell about an event or audience would find engaging. We might even think of our narrative as a movie in which the audience see people in action and hear them speak. Therefore, it should be detailed and clear, with event arranged in the order in some other effective way.

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<sup>39</sup> *Ibid.* p.6

<sup>40</sup> Barbara Fine Clouse, *Patterns For a Purpose: A Rhetorical Reader* 3<sup>rd</sup> Edition, (New York: The McGraw-Hill 2003), p. 160

From the definition above, it can be said that narrative text is a story tells us about something interesting that has purpose to amuse and to entertain for the readers or viewers. Furthermore, in narrative text there are kinds of story, such as legend, fabel, and etc.

#### **b. Purpose of Narrative Text**

The purpose of narrative text is to present a view of the world that entertains or informs the reader or listener.<sup>41</sup> Then, the other purposes of narrative text is to express the feelings and relate the experience, to inform the reader and to persuade the reader.<sup>42</sup> From the explanation above, it can be concluded that the purpose of narrative text is to entertain the reader or listener. Furthermore, narrative text is to added knowledge and get the moral lesson in every text.

#### **c. Generic Structures of Narrative Text**

The generic structures of narrative text are orientation, complication, sequence of events, resolution and coda. For more detail about generic structure of a narrative text has been proposed by Anderson and Anderson who argue that a narrative text includes:

1. Orientation/ exposition

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<sup>41</sup> Anderson and Anderson, *op. cit.*, p.6.

<sup>42</sup> Clouse, *loc. cit.*

The readers are introduced to the main characters and possibly some minor characters. Some indication is generally given of where the action is located and when it is taking place.

## 2. Complication/ rising action

The complication is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main characters and even serves to (temporarily) hinder them from reaching their goal.

## 3. Sequence of event? Climax

This is where the narrator tells how the character reacts to the complication. It includes their feelings and what they do. The event can be told in chronological order (the order in which they happen) or with flashback. The audience is given the narrator's point of view.

## 4. Resolution/ falling action

In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved (although this is of course possible in certain types of narrative which leaves us wondering 'How did it end'?)

## 5. Reorientation

It is an optional closure of event.<sup>43</sup>

#### **d. Language Features of Narrative Text**

According to Anderson, the language features of narrative text are:<sup>44</sup>

1. Nouns that identify the specific characters and places in the story.

2. Adjectives that provide accurate descriptions of the characters and settings

3. Verbs that show the actions that occur in the story

4. Time words that connect events to tell when they occur; the

use of simple past tense and past continuous tense. It seems that narrative text has many language features. We have to

identify the specific characters, places, and time in order to make the reader or viewer easy to understand the way of the

story, give the adjectives to characters, and give the information about what characters will do. The language

features are provided to help the readers in understanding the story. By past tense used, the readers will know what

happened in the story. Conjunction is also really importance to describe the characters and settings of the story.

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<sup>43</sup> Anderson and Anderson, *op. cit.*, p. 8.

<sup>44</sup> Mark Anderson and Kathy Anderson, *Text types in English 3*, (Melbourne: Macmillan, 1998), p. 3



From the explanation above narrative text has certain language features which is adapted from a story. It shows how the whole story is, besides it is also become a special characteristic of narrative text among other text.

#### *Example of Narrative Text*

##### **The Prince and His Best Friends (The Title)**

Once upon a time, there lived a kind young prince named Jonathan. He was loved, and adored by his people. His two close friends were Peter Piper, the servant of the palace and Franklin Greedy, the son of an Aristocrat. **(Orientation)**

One day, The Prince, Peter Piper, and Franklin Greedy were walking through the forest. Suddenly a group of bandits attacked the three boys near an old house. They entered the old house and blockaded the gate and doors. The three boys were trapped inside the house.

Franklin was very terrified and asked the Prince to surrender immediately, but Peter was not afraid. He urged and supported the Prince not to give up. The Prince decided not to surrender because he realised that he would become a hostage for the bandits to ask for ransom to his father, but Franklin was scared and wanted to make a deal, it made Peter suspicious about Franklin's behaviour. So he quietly made up a plan for him and the Prince to escape. **(Complication)**

Early at dawn, Franklin opened the front gate and unlocked the doors. The bandits entered the house in search of the Prince. When they came to the room where the Prince was supposed to be sleeping, no one was there. Suddenly they heard a horse running outside the house and saw over the window that Peter Piper and the Prince were riding away on one of the bandit's horses.

It turns out, Peter Piper sneaked out of the house and waited in the yard, while the Prince was hiding behind the house. The bandits were very angry at Franklin and took him with them while the Prince and Peter went safely going back to the Capital. **(Resolution)**<sup>45</sup>

## **G. Concept of Transition Action Detail (TAD) Strategy**

### **1. Definition of TAD**

According to Peha, Transition-Action-Details(TAD) Writing Strategy is a writing strategy used Transition-Action-Details(TAD) chart which consist of columns and rows that show a sequence of events.<sup>46</sup> There are three columns that must be filled by participants, such as transitions column, actions column, and details column. And each column can be filled by several rows. After filling each rows and columns with sentences, the student can move the sentences that consisted about transitional signal, sequence of events, and some details

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<sup>45</sup> Artono, wardiman, masduki B.Jahur, and M.Sukirman Djusma, *English in Focus for Grade VIII Junior High School (SMP/MTs)* Source: Departemen Pendidikan Nasional, 2008.

<sup>46</sup> Steve Peha, *Teaching That Makes Sense*, Inc.Carrboro:www.ttms.org, (2003).  
p.38

actions into a new narrative text. The Transition-Action-Details Strategy is very useful. Opportunities to describe a sequence of events come up all the time. This strategy consists of three words, they are:

a. Transition: These are short phrases like “Then” or “After a while” or “In the beginning” that help to introduce each new action in the sequence. It means that transitions are short phrases to connect two or more actions or ideas.

b. Actions: These are the actual events (the things that happened) listed in the order in which they occurred.

c. Details: This is additional information about each action. For each action, your audience will probably have two or three important questions you need to answer. These answers are your details.<sup>47</sup> It means that this strategy will help the students to identify the Transitions, Actions and Details of narrative text that will be used before they write a narrative text.

Based on this theories, it can be concluded that Transition – Action – Details (TAD) Strategy is one of writing strategy that used Transition – Action – Details chart to make students easy to order the sequence of event from the story by using transition and also develop the content of the story by adding some details for every action.

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<sup>47</sup> Steve Peha and Margot Carmichael Lester. *Be a Writer*. Bend: The Lverage Factory, Inc. 2006. p. 61

In making narrative text by TAD strategy, we need a TAD chart.

This is the example of the chart.

**Table 2**  
**Example of narrative text in TAD chart**

<b>Transition</b> (introduction the action)	<b>Action</b> (describe what happened)	<b>Detail</b> (answer audience question)
Deep in a quiet tropical jungle,	A smart mouse deer went to the side of a river.	He was very hungry, there was a crocodile which sleeping.
	He wanted to eat some fruits in the other side of the river.	But there were many dangerous crocodiles in the river. The mouse deer thought hard and found smart idea.
Then,	He woke the crocodile and said that tiger would make a party.	The tiger wanted to know how many crocodile were there in the river. The mouse deer asked all of the crocodile to line up across the river. He jumped all of the crocodiles and counted them.
Not long,	He arrived in the said of the river.	“Ha ha ha... I just wanted to cross this river, and there is no party”. He laughed and an away from the river.

*Source: Steve Peha, the writing teacher's strategy guide, new york TTMS, Inc.*

Based on the example of TAD chart, this strategy helps the students in writing narrative text. There are three columns in this chart to be filled up by students. In every columns have different function. Thus, this strategy is to guide students in writing step by step. Furthermore, it can make the students more effective and creative to express their idea in writing form.

## 2. Procedure of Teaching Narrative Text Writing Through Transition Action Detail Strategy

In teaching writing using Transition Action Details strategy, the teacher use procedure about TAD. The teacher can be used TAD for students to write narrative text by concerning three basic structures such as transition action details. It means the teacher gives time to students to describe their events, they must use basic structure TAD. Freesoul state about procedure of Transition-Action-Details Strategy and the researcher will modify it to teach narrative text. The procedure of teaching narrative text by TAD as follows:

- a. The teacher explains about TAD.
- b. The teacher divides the students into some groups to discuss the topic.
- c. The teacher gives the topic.
- d. The teacher prepares the TAD Chart for the students.
- e. The teacher asks the students to describe the topic used Transition Action Detail (TAD) Strategy.
- f. The first, the students fill the transition column, they write the time of the events that had taken place (Transition). The second, the students fill the action coulmn, they write the corresponding action to the transition time (Action). Finally, the students write any information and dtails to support the action(Detail).

- g. After finished, the students have to present the conclusion for they discuss in the front of class.<sup>48</sup>

### 3. Advantages of using TAD

There are some advantages of using Transition-Action-Detail strategy, namely:

- a. TAD strategy is easy to do and efficiently help the students to clearing their writing, step by step.
- b. TAD strategy can engange the students' imagination to express their ideas in written from easier.
- c. TAD strategy can help the students to construct and build their own ideas become a simple text.
- d. This strategy can help the students work together.<sup>49</sup>

Based on the explanation above, it can be said that TAD strategy has several advantages in writing.

### 4. Disadvantages of Using TAD

There are some disadvantages of using Transition Action Detail (TAD) strategy, they are:

- a. TAD strategy only supports a simple text
- b. TAD startegy make students spend most their time for doing the stages.<sup>50</sup>

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<sup>48</sup> freesoul, writing, transition-action-detail: Hikaru 100. 2004, <http://www.writing.transition-action-detail.hikaru:100.com>. Accesed on oktober 4<sup>th</sup> 2016, 07:15 pm

<sup>49</sup> *Ibid.* p. 25



Based on the explanation above, this strategy only supports a simple text and needs a long time to do it. So, to solve the problems the teacher should prepare the material based on the students' need and use the time effectively and efficiently. Therefore, it can be seen that teaching narrative text by using Transition Action Detail (TAD) strategy has more advantages than disadvantages. That is why the researcher believes that TAD strategy can be used to teaching narrative text, because it easy to do and efficiently helps the students to clearing step by step. Thus, TAD strategy is a good way to solve problem in writing. By using TAD strategy, it can help students to develop the knowledge about how to write easily.

## **H. Concept of Content Purpose Audience Strategy**

### **1) Definition of CPA**

Content Purpose Audience is a writing strategy that help the students to developing idea in writing process. There are some definitions according to some experts. Peha states that CPA is a terrific writing strategy that helps students to define their entire piece and it also works well as a revision strategy. It has six different boxes to fill up, and several piece of information required for "key detail" and questions".<sup>51</sup> This strategy is used in writing activities as strategy in organizing the ideas about the topic.

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<sup>50</sup> *Ibid*, p.26

<sup>51</sup> Steve peha, 2003. *Op. Cit.* p. 71

**a. Content (Main Idea + Key Details).** The content of a piece is what the writer wants to say. There are two parts to the content: the *main idea*, the one most important thing the author wants you to know; and the *key details*, additional information that supports and explains the main idea.

**b. Purpose (Think + Do).** The purpose of a piece is why the writer wrote it. Writers want their readers to *think* something after they've finished reading. Sometimes they want their readers to *do* something, too.

**c. Audience (People + Questions).** The audience for a piece is who the writer writes to. We always write to people. Sometimes it is a specific person, sometimes it is a group of people. And people always have questions they want you to answer. So, you can think of the audience as the *people* you are writing to and the *questions* they have about your topic.

From the explanation above, it can be concluded that Content Purpose Audience Strategy is one of tool to guide students in writing. This strategy can making student more effective and creative to express their ideas. Thus, can make the reader easy to understand what is written by writer.

In making narrative text by CPA strategy, we need a CPA chart. This is the example of the chart.

**Table 3**  
**CPA chart**

<b>1</b>	<b>Main Idea</b>	<b>Key Details</b>
	A poor girl who lived with her step mother met a boy who was suprisingly a prince of Terabitia.	The girl who lived with bad condition with her step mother who always gets bad treatment form the mom. Then she met a bod who saved her live from the suffering and lived happily forever after.
<b>2</b>	<b>Think</b>	<b>Do</b>
	In this world, being lucky was not only for rich people. It was proven from the story that the girl met a rich man and change her life.	Try to imitate the behavior of the character (the girl). Not to be arrogant girl, complaint about the life that we run. And be nice to all people we met.
<b>3</b>	<b>People</b>	<b>Questions</b>
	Children and Adult	Do I will as strong as the girl on the story? Will I meet a nice boy to be married like the girl met the prince? Is this kind of beneficial story for me?

*Source: Steve Peha, the writing teacher's strategy guide, new york TTMS, Inc.*

## **2) Procedure of Teaching Narrative Text Writing Through Content**

### **Purpose Audience Strategy**

Procedures in this research means the way to apply the strategy to students in writing skill. The procedure that will be applied by the researcher is the procedure suggested by Margot (because this strategy hascomplex activities that made students examine all of the components of

the strategy when do the writing.<sup>52</sup> It can increase the students' writing skill. The procedure as follows :

- a. Asks the students to work individually.
- b. Use the CPA Strategy for expository, these kinds of writing require a clearly stated main idea, strong support, a clear sense of purpose, and the ability to anticipate and address the readers' questions.
- c. Assign a topic
- d. Begin to write the simple notes into paragraph to write a text
- e. Decide main idea
- f. Then write the supporting details.
- g. Next, write what the writer wants to think and do in the purpose's column.
- h. Ignore think of the most important questions that the readers will ask in the question's column.
- i. Finally, write it in the box of CPA chart of their sheet.<sup>53</sup>

### 3) Advantages of Using CPA Strategy

According to Lester, there are some advantages of CPA strategy. First, the CPA strategy is one of the best ways to clarify what the writer want to say. Next, using CPA strategy can help the writer to write quickly to figure out what the she/he want to say. It also helps the

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<sup>52</sup> Margot Carmichael Lester, *Smart Starts Pre-writing Strategies That Improve Results*. Franch: National Education The Leverage Factory, 2005. p. 9

<sup>53</sup> Dewi purwaningsih, *The Effect of Using Content Purpose Audience (CPA) Strategy Toward Students' Writing Skill At Eleventh Grade of SMA N 1 Basa Ampek Balai Tapan IN 2013/2014 Academic Year*, (STKIP PGRI Sumatera Barat), 2014. p. 5

editors to see what the writer going to do before spending a ton of time doing it. The last, CPA strategy also can make the writer write more effectively.<sup>54</sup>

Based on the explanation above, advantages of using CPA give some good effects in developing the material in order to help them increasing their writig ability.

#### **4) Disadvantages of Using CPA Strategy**

According to Peha, CPA strategy is probably the hardest writing strategy. But it is also the best.<sup>55</sup> Thus, CPA strategy have some disadvantages, they are using this strategy need for along time to fill up several boxes and it can make the student confused in writing. Furthermore, CPA strategy to do in indivually, it can be the student will felt difficult and bored because cannot discuss and not get new idea to start writing.

Based on the explanation above, it can be inferred that Content Purpose Audience strategy has disadvantages for students to be used in writing. So, to solve the problem is by increasing the meeting in using the CPA strategy and teacher should give more to students who still difficult to express idea. This strategy that can help the students take any simple sentence and focus on important details about the writing their event or activity. Because the students who was taught by using this

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<sup>54</sup> Margot Carmichael Lester. *Op.Cit.* p. 70

<sup>55</sup> Steve Peha, 2003. p. 73

strategy should through three steps and every step has a purpose in writing process.

# **I. Using Transition Action Detail Strategy and Content Purpose Audience Strategy in Increasing Student's Narrative Text Writing Ability**

Strategy is the way for teacher in teaching learning process in order to make effective in classroom. Furthermore, strategy is helpful the students to solve problems encountered in constructing meaning in any context. Difficulty skills, strategies chosen by students are modified to the demand of the learning situation. Strategic students know how to modify, combine, construct through ideas, taught, and knowledge that their have.

Based on the statement above, it can be explained that teaching and learning English by using strategy can more effective and effisien. Furthermore, it can improve and motivate the students in writing ability. Thus, it makes the students easy to express idea and taught in writing. Moreover, the effect of Transition Action Detail strategy toward writing ability can be explained as follows:

The effect between narrative text concept and Transition Action Detail strategy, this startegy is appropriate for the students to improve their ability in writing skill. This strategy can help the students to clearing their writing, step by step, engage the students' imagination to express their ideas in written form easier.



Moreover, Content Purpose Audience strategy is also related in narrative text writing ability. Because, it can be used to support students in developing idea with a simple paragraph, to make key detail of main idea and write something after they read, and then find out the audience and questions that have about the topic.

From the statement about the Transition Action Detail strategy and Content Purpose Audience strategy are the strategy that can be applied in teaching narrative text writing. By using both strategies, the teacher can teach the students get the good achievement. Furthermore, the teacher can easy and enjoyable in teaching learning process. The teacher can make the students more creative to express their idea and make the student do not bored in writing.

## **J. Hypothesis**

Concerning the frame of thinking above, the researcher formulates the hypotheses as follows:

H<sub>0</sub> : There is no significant difference between the use of Transition Action Detail Strategy and Content Purpose Audience Strategy in increasing the students' Narrative Text Writing Ability of the Eighth Grade at SMP Negeri 02 Katibung South Lampung in the Academic Year of 2018/2019.

H<sub>a</sub> : There is a significant difference between the use of Transition Action Detail Strategy and Content Purpose Audience Strategy in increasing the students' Narrative Text Writing Ability of the

Eighth Grade at SMP Negeri 02 Katibung South Lampung in the  
Academic Year of 2018/2019.



## CHAPTER III RESEARCH METHODOLOGY

### A. Research Design

In this research static group comparison design was used. The static group comparison design is the design which has two groups as experimental Class and they receive different treatment.<sup>56</sup> This kind of design can be used in the research which comparing two groups but oriented on causality between variables.<sup>57</sup> In this research, two groups to teach were taken, they are experimental class A and experimental class B. Those two classes were given the test with the same material but different strategies in order to find the differences in achievement between the students who were taught by using Transition Action Detail Strategy in experimental class A and Content Purpose Audience Strategy in experimental class B. Pre-test was conducted to measure the students' writing ability before treatment, whereas post-test was given to measure the improvement after treatment.

According to Sugiyono a comparative research is used to examine the parameter's population that organized as comparison too.<sup>58</sup> This research was aimed to know a good result from two strategies conducting at two classes by comparing them in increasing writing ability.

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<sup>56</sup> Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing*, (Yogyakarta: Graha Ilmu, 2006), p.131.

<sup>57</sup> *Ibid.* p.146.

<sup>58</sup> Sugiyono, 2010, *Statistika Untuk Penelitian*, ALFABETA, Bandung.p.117

The research design can be formulated as follows:

K1	T1	X1	T2
K2	T1	X2	T2

Notes:

K1 : Experimental Class A

K2 : Experimental Class B

T1 : Pre-Test

T2 : Post-Test

X1 : Treatment Using TAD

X2 : Treatment Using CPA.

In this research, both experimental class A and experimental class B will received the treatments.<sup>59</sup> As mentioned before, tests were provided for both classes with the same material but different strategies in order to find out the significant differences in achievement between the students who are taught through Transition Action Detail Strategy and Content Purpose Audience Strategy.

## B. Variable of Research

In this research, there are two variables. They were Independent and Dependent Variable.

1. The Independent Variable is two strategies, teaching writing through Transition Action Detail Strategy and Content Purpose Audience Strategy.
2. The Dependent Variable of research is students' Narrative text writing ability.

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<sup>59</sup> *Ibid*, p.131.

## **C. Operational Definition of Variables**

Operational definitions of variables in this research are:

### **1. Transition Action Detail Strategy**

Transition Action Detail Strategy is a strategy to teaching narrative text writing ability by asking students to fulfill the TAD Chart which shows the sequence of event and consists of “transition” column, “action” column, and “detail” column.

### **2. Content Purpose Audience Strategy**

Purpose Audience is strategy for teaching by asking students to fill up the CPA chart of the consist six boxes, they were “main idea” and “key detail”, “think” and “do”, “people” and “question”.

### **3. Narrative Text Writing Ability**

Narrative text writing ability is their ability to produce or compose a text by retelling a story in the past whose purpose is to entertain and give moral lesson to the readers, which fulfills the five aspects of writing: content, organization, vocabulary, language use, and mechanics to get good writing.

## **D. Population, Sample, and Sampling Technique**

### **1. Population**

According to Arikunto, population is all of the research subjects.<sup>60</sup> In addition by Setiyadi states that all individuals which can be target in

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<sup>60</sup> Suharsimi Arikunto, *Prosedur Penelitian suatu Pendekatan Praktik*, Jakarta: Rineka Cipta, 2010, p.173

research were called population.<sup>61</sup> Based on the definition above, it can be concluded that the population is the whole subject that were studied in the research.

The population in this research is the students at the first Semester of the eighth grade at SMPN 02 Katibung South Lampung in the academic year of 2018/2019. The total population in this research are 99 students which are divided into four classes. In this research, two classes will be used, one class as the experimental class A and the other as the experimental class B. Below is the table of population at the eighth grade students of SMPN 02 Katibung South Lampung, in the academic year of 2018/2019.

**Table 4**  
**The Students at the Second Semester of the Eighth grade Students of SMPN 02 Katibung, South Lampung in the academic year of 2018/2019**

No	Class	Number of Students		Total
		Male	Female	
1	VIII A	10	15	25
2	VIII B	14	11	25
3	VIII C	11	13	24
4	VIII D	12	13	25
<b>Total</b>		<b>47</b>	<b>52</b>	<b>99</b>

*Source: English Teacher in SMPN 02 Katibung South Lampung.*

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<sup>61</sup> Ag Bambang Setiadi, *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*, Yogyakarta: Graha Ilmu, 2006, p. 38



## 2. Sample

According to Arikunto, sample is several or representation of the population.<sup>62</sup> In this research, the researcher chose two classes, one class as the experimental class A and another one as the experimental class B. There are four classes of the eighth grade at SMPN 02 Katibung South Lampung, and two classes were taken, one class as experimental class A and the another one as experimental class B.

## 3. Sampling Technique

In this research, the researcher used cluster random sampling technique. Fraenkle and Wallen state that the selection of groups, or clusters, of subjects rather than individuals is known as cluster random sampling.<sup>63</sup> In taking the sample, cluster random sampling technique was used. The research was conducted at the eighth grade consists of four classes.

The steps in determining the experimental class A and experimental class B as follows:

- a. The first, the lottery was made.
- b. The second, five pieces of small paper which each piece is the name of each class was provided then it was rolled up and put into a glass.
- c. Third, the glass was shaken and one of the pieces of the paper was taken from the glass. For the first paper as the experimental class A.

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<sup>62</sup> Suharsimi Arikunto, *Op. Cit.*, p. 174

<sup>63</sup> Jack R. Fraenkle, *How to Design and Evaluate Research in Education*, New York: McGraw-Hill, 2009, p. 105

d. Next, the glass was shaken again and the other rolled paper was taken.

The name of the class must be different with the name in the first shake so for the second paper as the experimental class B.

### **E. Data Collecting Technique**

There are some techniques that used in collecting data, they are:

#### **1. Pre-Test**

The pre test was conducted the in order to find the students' score of narrative text writing ability before treatment. In pre test, the students were asked to write narrative text based on the topics provided. The scoring is based on the appropriate of steps, content, language use, vocabulary, organization, and mechanics.

#### **2. Post-Test**

The post test was to collect the data. In addition, a post test is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment.<sup>64</sup> The post-test was done after the students in experimental class A and experimental class B were given the treatment. It was done to know the students' narrative text writing ability after they were taught by using Transition Action Detail and Content Purpose Audience Strategy.

### **F. Instrument of the Research**

Arikunto states that research instrument is a device used by the researcher during the data collection by which the work is easier as the data are complete

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<sup>64</sup> *Ibid.*

and systematic.<sup>65</sup> In a row, instrument is a tool to collect the data of the research. The instrument is writing test which will be chosen based on the school curriculum of the Eighth grade at SMPN 02 Katibung South Lampung in the academic year of 2018/2019.

The instruments was made, they are pre-test and post-test. Both experimental A and experimental class B received the same pre-test and post-test. The research instrument that was used in this research is writing test. The instrument of pre-test and post-test is test to compose a narrative text that consist two paragraphs. Based on generic structure in narrative text has five parts, there are Orientation, Complication, Sequence of event/Climax, Resolution and Reorientation. It is in line with Anderson and Anderson stated that the generic structure of narrative text consists of Orientation, Complication, Sequence of event/Climax, Resolution and Reorientation.<sup>66</sup> Therefore, the researcher was asked the students to make two paragraphs in narrative text.

The students were given 60 minutes for time allocation to make a narrative text. It is supported by Weigel who stated that cultural preferences and practices of the best takers is such one of aspect to the problems of the limit.<sup>67</sup> Additionally, the amount of time students will take is largely dependent

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<sup>65</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2013), p.149.

<sup>66</sup> Mark Anderson and Kathy Anderson, *Text Type in English*, South Yara: Macmilan Education, 1997, p. 8

<sup>67</sup> Sara Crushing Weigel, *Assesing Writing*, (New York: Cambridge University Press, 2002), p.101.

upon what they are used to. It can be 30, 40, 45, 60, or 180 minutes depend on what type of text they are asked to write and how many tasks to complete.<sup>68</sup> Therefore, the researcher give 60 minutes to the students to complete the test because of they are asked to produce one narrative text only. Then, based on the KTSP syllabus for Junior High School, one course hours last for 40 minutes. In this research, the researcher take two course hours last for 80 minutes is used to provide an explanation of narrative text writing instruction, collecting students' writing work and the unexpected during the test.

In this case, the students made a story in narrative text about legend and fable, in two paragraph that consist of approximately 80 words and 60 minutes for the time allocation based on the text of the topics by choosing the topics that is provided. For the topic about legend, the researcher gave the topic about Roro Jonggrang, Bali Strait Legend and The Legend of Crying Rocks. While the topic about Fabel, the researcher gave the topics Goldilocks and three bears, Bear and Lion, and The Eagle and Crow. The researcher gave the topic because the topic related with syllabus. Based on syllabus was used the topic appropriate with the material and skill for eighth grade. Besides, based on validation with the teacher English approve with the topic for the pre-test and post-test.

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<sup>68</sup>*Ibid.*, p. 102

Below are the topics which are given to the students:

1. Pre-test instrument :

- a. The Eagle and Crow.
- b. Bear and Lion.
- c. Roro Jonggrang.

2. Post-test instrument :

- a. Bali Strait Legend.
- b. The Legend of Crying Rocks.
- c. Goldilocks and three bears.

In evaluating the students' narrative text writing, the researcher was used the indicator of score narrative text writing by Tribble. It can be seen on the table below:

**Table 5**  
**Scoring System**

Area	Score	Descriptor
<b>Task Fulfillment / Content</b>	<b>20-17</b>	<b>Excellent to very good:</b> excellent to very good treatment of the subject, considerable variety of ideas or argument; independent and through interpretation of the topic; content relevant to the topic; accurate detail.
	<b>16-12</b>	<b>Good to average :</b> adequate treatment of topic, some variety of ideas or argument; some independence of interpretation of the topic; most content relevant to the topic; reasonably accurate detail.
	<b>11-8</b>	<b>Fair to poor:</b> treatment of the topic is hardly adequate, little variety of ideas or argument; some irrelevant content to the topic;lacking detail.

	7-5	<b>Very poor:</b> inadequate treatment of topic, no variety of ideas or argument; content irrelevant or very restricted; almost no useful detail.
	4-0	<b>Inadequate:</b> fails to address the task with any effectiveness.
<b>Organization</b>	20-17	<b>Excellent to very good:</b> fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion).
	16-12	<b>Good to average:</b> uneven expression, but main ideas stand out; paragraphs or sections evident; logically sequenced (coherence); some connectives used (cohesion).
	11-8	<b>Fair to poor:</b> very uneven expression, ideas difficult to follow; paragraphing/organization does not help the reader; logical sequencing difficult to follow (coherence); connotative largely absent (cohesion).
	7-5	<b>Very poor:</b> lacks fluent expressions, ideas very difficult to follow. Little sense of paragraphing/organization; no sense of logical sequence.
<b>Vocabulary</b>	20-17	<b>Excellent to very good:</b> wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register.
	16-12	<b>Good to average :</b> adequate range of vocabulary; occasional mistakes in word/idiom choice and usage; register not always appropriate.
	11-8	<b>Fair to poor:</b> limited range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate.
	7-5	<b>Very poor:</b> no range of vocabulary; uncomfortably frequent mistakes in word/idiom choice and usage; no apparent sense of appropriate
	4-0	<b>Inadequate:</b> fails to address his aspect of the task with any effectiveness.
<b>Language</b>	30-24	<b>Excellent to very good:</b> confident handling of appropriate structure, hardly any errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning never obscured.



	<b>23-18</b>	<b>Good to average:</b> acceptable grammar but problem with more complexes structures; mostly appropriate structure; some errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
	<b>17-10</b>	<b>Fair to poor:</b> insufficient range of structures with control only shown in simple constructions; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions, meaning sometimes obscured.
	<b>9-6</b>	<b>Very poor:</b> major problems with structures even simple ones; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions; meaning often obscured.
	<b>5-0</b>	<b>Inadequate:</b> fail to address his aspect of the task with any effectiveness.
<b>Mechanics</b>	<b>10-8</b>	<b>Excellent to very good:</b> demonstrates full command of spelling, punctuation, capitalization, and layout.
	<b>7-5</b>	<b>Good to average:</b> occasional errors in spelling, punctuation, capitalization, layout.
	<b>4-2</b>	<b>Fair to poor:</b> frequent errors in spelling, punctuation, capitalization, and layout.
	<b>1-0</b>	<b>Very poor:</b> fails to address his aspect of the task with any effectiveness. <sup>69</sup>

## G. Research Procedures

There are three steps were done by the researcher;

### 1. Planning

Before the research procedures applied, some planning was made to do the application, the steps are:

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<sup>69</sup>Christopher Tribble, *Writing*, (Oxford: Oxford University Press, 1996), p.130

a. Determining the subject

The second year students of SMPN 02 Katibung South Lampung were chosen as the subject. One class as the experimental class A and the other one was the experimental class B.

b. Prepare the Pre-Test

A test (called pre-test) was given to the students. The pre-test was conducted in order to find out the students' score of writing ability in narrative text before treatments. The students were assigned to write narrative text by using generic structure that consists of orientation, complication and resolution based on the topic "Bali Strait Legend, A Mouse Deer and Crocodile, and The Female Bees and The Male Bees".

c. Determining the Material was Taught

The materials which taught to the students were determined. The material was narrative text writing by using Transition Action Detail Strategy at the experimental class A and Content Purpose Audience Strategy at the experimental class B.

d. Preparing the Post-Test

A test (called post-test) was given to the students at experimental class A and experimental class B after given treatment by using Transition Action Detail Strategy and Content Purpose Audience Strategy was prepared. By giving the post-test, whether their writing ability will increase or not were known. The students will be assigned

to write narrative text by using generic structure that consists of orientation, complication and resolution based on the topic “The Legend of Crying Rocks, The Man and The Crocodile, and Goldilocks and Three Bears”.

## **2. Application**

After making the planning, the research procedures that already planned were tried to apply. There were some steps in doing this research:

- a. In the first meeting, the pre-test was given. The test is instruction that consists of 4 instructions. The topics are “Bali Strait Legend, A Mouse Deer and Crocodile, and The Female Bees and The Male Bees”.
- b. In the second meeting, the experimental class A was given the treatments by using Transition Action Detail Strategy, at the experimental class B the treatment was conducted by using Content Purpose Audience Strategy. The treatment at experimental class A and experimental class B was given until three times.
- c. In the last meeting, the post-test was given to the students at experimental class A and experimental class B. The test is instruction that consist of 4 instructions. The topics are “The Legend of Crying Rocks, The Man and the Crocodile, and Goldilocks and Three Bears”.

## **3. Reporting**

In the last point which has been done in the research is reporting. There were several steps as follows:

- a. Analyzed the data from pre-test and post-test

- b. Made a report of the findings

## **H. Validity, Reliability, and Readability of the Test**

### **1. Validity of the Test**

Validity is measurement which shows the level of validity of instrument. A valid instrument has a high validity. An instrument can be called valid if the instrument can show the data of variables researched correctly.<sup>70</sup> In this research there are several aspects that consider to measure validity of the test.

#### **a. Content Validity**

Based on standard of content school-based curriculum of writing narrative text at the seventh grade of junior high school, the teaching will be intend to enable students to make narrative text. The test adapts to teach based on this standard of the content. Therefore, the test should be along with standard of content. To get the content validity of the test, the researcher will try to arrange the material based on the objectives of teaching in the school based on curriculum for the eighth grade of SMP. And then, the instrument will be consulted to the English teacher at SMP N 02 Katibung South Lampung, Ms. Fatmawati, S.Pd to make sure whether the instrument is valid or not.

#### **b. Construct Validity**

Construct validity is used to measure perception, language behavior, motivation, even the language ability. Consequently,

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<sup>70</sup> *Op.Cit*, p.86.

construct validity should focus on kind of the test what will be measured the ability, that is narrative text writing test. The scoring covers five aspects of writing that are adapted from tribbel. They are content, organization, vocabulary, language use and mechanics. The test items measure the students' narrative text writing ability. To know the construct validity researcher will be consulted to the English teacher of SMPN 02 Katibung to make sure that instruments are valid or not based on the constructs as mentioned in the syllabus such as standards competence, materials, indicators, instruction, and types of instrument.

## **2. Reliability of the Test**

Arikunto says that "Reliability shows that the instrument can be believed to be used as a tool of data collecting technique when the instrument is good enough. Reliability shows the degree of mainstays about something. Reliability means the data can be believed so it can be relief on."<sup>71</sup> A good test should have high reliability besides having high validity. To get the reliability of the test, inter-rater reliability will be used. It used when scores on the test are independently estimated by two or more judges or rater. In this case, they are the English teacher at SMP N 02 Katibung South Lampung, and the researcher, who will examine the students' writing test of narrative text.

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<sup>71</sup> Bambang Setiyadi, *Loc.Cit*, p.19.

To estimate the reliability of the narrative text writing test, the rank order correlation will be used as follows:

$$p = \frac{1-6(\sum d^2)}{N(n^2-1)}$$

Notes:

$p$  : Reliability

$d$  : The different of rank correction

$N$  : Number of student

$1-6$  : Constant number.<sup>72</sup>

Furthermore, to know the degree or the level of the reliability of writing test the researcher consulted with the criteria as follows:<sup>73</sup>

0.800 – 1.00 = very high

0.600 – 0.79 = high

0.400 – 0.59 = medium

0.200 – 0.39 = low

0.00 – 0.19 = very low<sup>74</sup>

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<sup>72</sup> Anas Sudijono, *Pengantar Statistik pendidikan.*( Jakarta: P.T. Raja Grafindo Persada, 2006), p. 228

<sup>73</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2006), p.311.

<sup>74</sup> Anas Sudijono, *Pengantar Statistik Pendidikan*, ( Jakarta: P.T. Raja Grafindo Persada, 2006), p. 228.



### 3. Readability of the Test

Readability tests are indicators that measure how easy a documents is to read and understand. For evaluators, readability statistics can be solid predictors of the language difficulty level of particular documents. The essential information in an evaluation document should be easily understandable.<sup>75</sup> To know readability of the procedure test instrument, Kouame's research will be followed. The students are asked to evaluate instructions of the test and the understandability of each item on a scale of 1 to 10, where, 1 describes an item that is easy to read and describes an item that is difficult to read.<sup>76</sup>

Based on the finding of Kouame's research, if the mean of all items of the instrument text has mean under 4.46, the instrument is quite readable and understandable by the readers or test takers.<sup>77</sup> Thus, based on the finding of Kouame's research, if the mean of all items of the instrument text has mean under 4.46, the instrument is quite readable and understandable by the readers or test takers.

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<sup>75</sup> Julien B. Kouame, *Using Readability tests to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants; Journal of Multi-Disciplinary Evaluation Vol. VI No. 14 August 2010* (Michigan: Western Michigan University, 2010), p.133.

<sup>76</sup> *Ibid*, p.133.

<sup>77</sup> *Ibid*, p.134.

## C. Data Analysis

### 1. Fulfillment of the Assumptions

#### a. Normality Test

To analyze the data, normality test used to know whether the data is normally distributed or not. According to Sugiyono the normality test was used to measure whether data in the experimental class A and experimental class B are normally distributed or not.<sup>78</sup> The hypotheses for the normality test are formulated as follows:

$H_0$ : the data are not normally distributed

$H_a$ : the data are normally distributed

- 1) Arrange the samples' data from the lowest until the highest
- 2) Determine the score of  $Z_i$  from each datum by using the following formulation:

$$Z_i = \frac{X_i + X}{s}$$

Note:

$S$  : Standard of deviation

$X_i$  : Single datum

$X$  : The average score

$$L = \max |F(z_i) - S(z_i)|$$

Note:

$$F(z_i) = P(Z \leq z_i); Z \sim N(0,1)$$

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<sup>78</sup>Anas Sugiyono, *Pengantar Evaluasi Pendidikan*, (Jakarta: Raja Grafindo Persada, 2008), p. 254.

$S(z_i)$  = Number proportion  $Z < z_i$  towards all of  $z_i$

3) Determine the  $L_0$  score with the highest score compare to the  $L_0$  score from the table of lififors.

$$L_0 = L_{(ain)}$$

4) The criteria are as follows:

Refuse  $H_0$  if  $L_{\text{observed}} > L_{\text{table}}$

Accept  $H_0$  if  $L_{\text{observed}} < L_{\text{table}}$

#### b. Homogeneity Test

Homogeneity test was used to know whether the data in experimental class A and experimental class B are homogenous or not.

The homogeneity test was used to the test of two variances of *fisher test*.<sup>79</sup> We can see the variances as follows:

$$F = \frac{S_{z1}}{S_{z2}}, \text{ where } S^2 = \frac{\sum (x_i - \bar{x})^2}{(n-1)}$$

F = Homogeneity

$S_{z1}$  = the highest variance

$S_{z2}$  = the lowest variance

The hypotheses for the homogeneity test are formulated as follows:

$H_0$  : data have the homogenous variances

$H_a$  : data have not homogenous variances

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<sup>79</sup>Sudjana. *Op. Cit.* p.249.

Here are the criteria of homogeneity test:

$H_0$  is refused if  $F_{\text{observed}} > F_{\text{table}}$

$H_0$  is accepted if  $F_{\text{observed}} < F_{\text{table}}$ <sup>80</sup>

### c. Hypothetical Test

In this research the researcher was used the quantitative analysis to know whether there is difference between the use Transition Action Detail strategy and Content Purpose Audience Strategy in increasing the students' narrative text writing ability or not. Because the data was taken from homogeneous population and were normally distributed, the research was used hypothetical. The researcher was used the following t-test formula:

Variant ( $S^2$ ) was determined by using the following formula:

$$S^2 = \frac{\sum (x_i - \bar{x})^2}{(n - 1)}$$

Then the calculation was continue by means of t-test formula:

$$T\text{-test} = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1+n_2-2} \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

t : The result of calculating all data

$\bar{X}_1$  : The average score of experimental class A

$\bar{X}_2$  : The average score of experimental class B

$S_1^2$  : The variance of experimental class A

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<sup>80</sup>*Ibid.* p.239

$S_2^2$  : The variance of experimental class B

$n_1$  : The students of experimental class A

$n_2$  : The students of experimental class B<sup>81</sup>

The hypothetical formulas are:

$H_0$  :  $\mu_1 = \mu_2$  (there was no significant difference between the use of Transition Action Detail strategy and Content Purpose Audience strategy in increasing the students' narrative text writing ability).

$H_a$  :  $\mu_1 \neq \mu_2$  (there was a significant difference between the use of Transition Action Detail strategy and Content Purpose Audience strategy in increasing the students' narrative text writing ability).

Testing criteria:

$H_0$  is accepted if  $t_{\text{observed}} < t_{\text{critical}}$

$H_a$  is accepted if  $t_{\text{observed}} > t_{\text{critical}}$

The steps to use the formula are as follows:

1. Count the mean of both of experimental 1 and experimental class 2 using the following formula:

$$M = \frac{\sum x}{N}$$

Notes:

M = mean

$\sum x$  = total score of post-test

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<sup>81</sup>Sugiyono, *Statistika Untuk Penelitian*, Alfabeta, Bandung, 2011, p. 197.

N = number of subject

2. Count of deviation of both of experimental A and experimental B class by using the following formula:

$$\sum x^2 = \sum x^2 - \frac{(\sum X)^2}{N}$$

Notes:

$\sum x^2$  = average deviation

N = number of subject





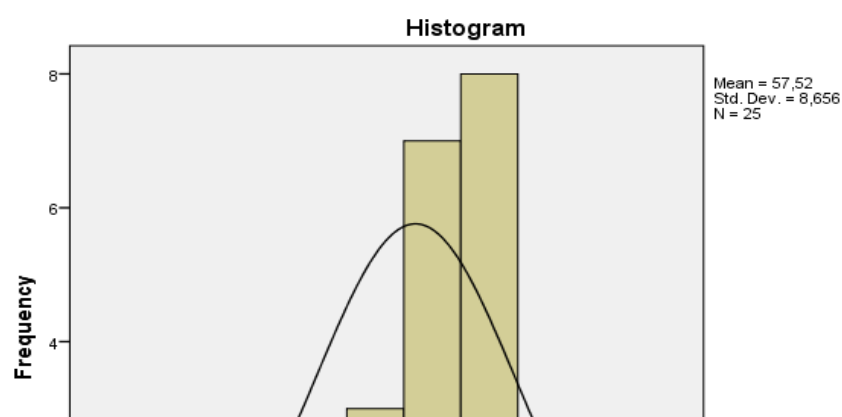
## CHAPTER IV RESULT AND DISCUSSION

### A. Result of The Research

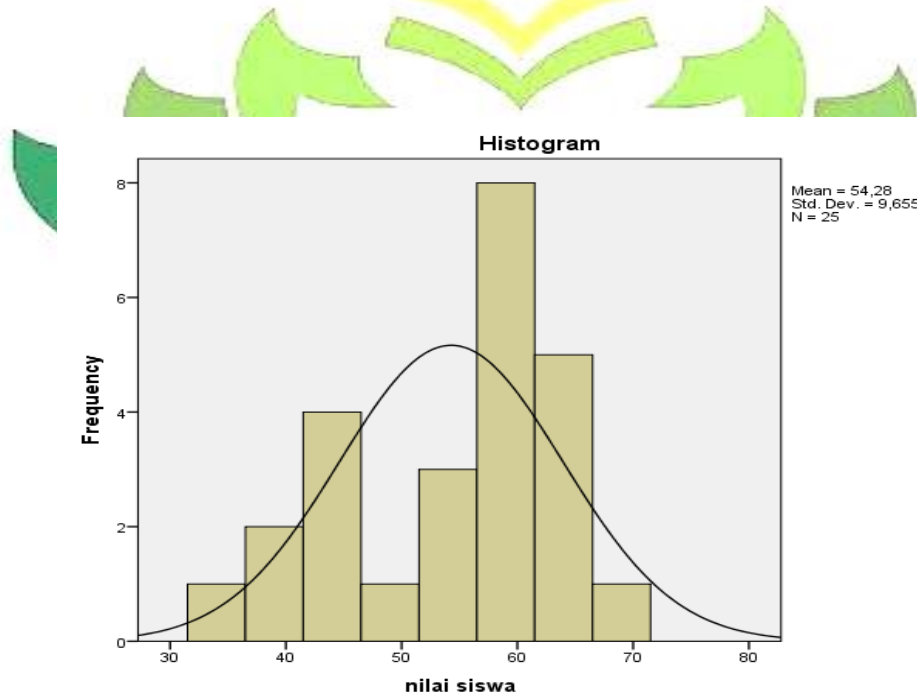
#### 1. Result of Pre-Test

Before conducting three meetings of treatments, the pre-test was given to the students. Then, after treatments applied, the post-test was conducted to the sample. The pre-test will be given to the students before treatment and at the end of the program a post-test will be given both in experimental class A and experimental class B in order to find out whether there was significant differences of students' writing ability between the student those who are taught through TAD strategy and the student those who are taught through CPA strategy.

The analysis showed that the mean score of pre-test in experimental class A was 57.52. The highest score was 70 and the lowest score was 39. The median score was 62. While in experimental class B the mean score was 54.28. The highest score was 70 and the lowest score was 34. The median score was 58. (See appendix 17)



**Figure 1 (score pre-test experimental class A)**

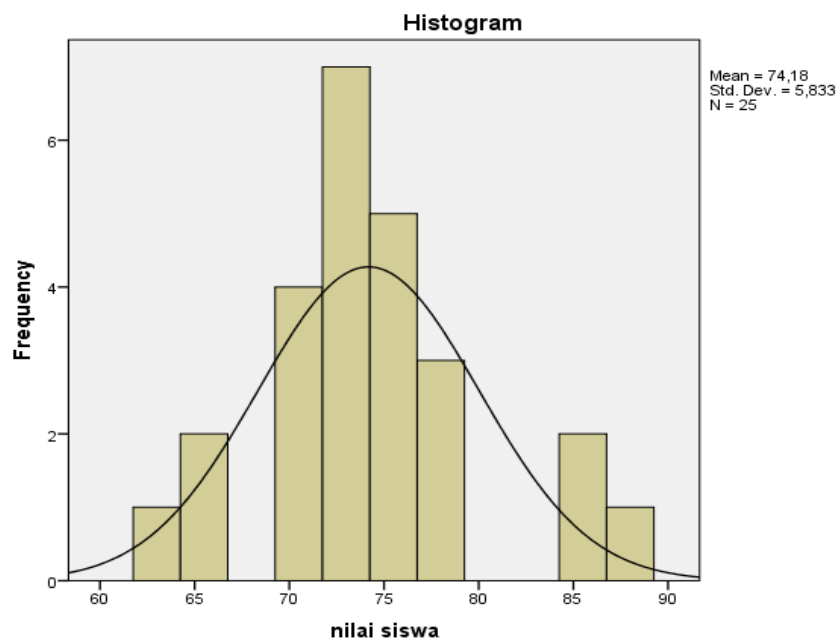


**Figure 2 (score pre-test experimental class B)**

## **2. The Result of Post-test**

Mean score of post-test in experimental class A was 74.18. The highest score was 87 and the lowest score was 63. The median score was 74. While in experimental class B the mean score was 72.82. The highest

score was 86 and the lowest score was 60. The median score was 74. (see appendix 17)



**Figure 3 (score post-test experimental class A)**

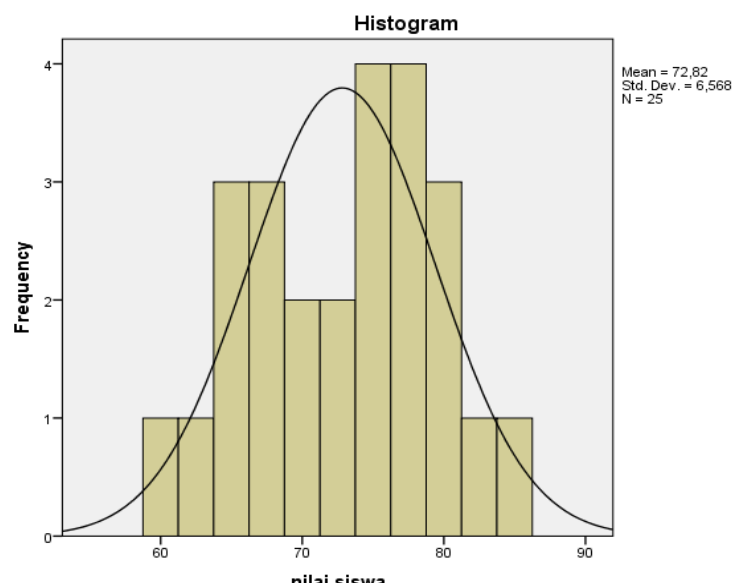


Figure 4 (score post-test experimental class B)

## B. Result of Data Analysis

### 1. Fulfillment of the Assumptions

#### a. Result of Normality Test

The normality test was used to measure whether the data in the experimental class A and in the experimental class B were normally distributed or not. The score of normality test for post-test of both classes were marked by  $L_{\text{observed}}$ .

The hypothesis formulas as follows:

$H_0$  = the data have normal distribution.

$H_a$  = the data do not have normal distribution

The criteria acceptance:

$H_a$  is accepted if  $L_{\text{observed}} > L_{\text{critical}}$  it means that the distribution of the data is not normal.

$H_0$  is accepted if  $L_{\text{observed}} < L_{\text{critical}}$  it means that the distribution of the data is normal.

**Table 6**  
**Normality of the Pre Test in Experimental Class A and Experimental Class B**

Class	Pre-Test	Calculation
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	$L_{\text{observe}}$	$L_{\text{critical}}$	
Experimental A	0.1199	0.1732	Normal
Experimental B	0.1303	0.1732	Normal

Based on the Table 5, it can be seen that in the experimental class A and experimental class B showed if  $L_{\text{observe}} < L_{\text{critical}}$ . So, the calculation is normal. (See appendix 18 and 20)

**Table 7**  
**Normality of the Post Test in Experimental Class A and Experimental Class B**

Class	Post-Test		Calculation
	$L_{\text{observe}}$	$L_{\text{critical}}$	
Experimental A	0.1383	0.1732	Normal
Experimental B	0.0622	0.1732	Normal

Based on the Table 6, it can be seen that in the experimental class A and experimental class B showed if  $L_{\text{observe}} < L_{\text{critical}}$ . So, the calculation is normal. (See appendix 19 and 21)

#### **b. Result of Homogeneity Test**

Homogeneity test was used to determine whether the data obtained from the sample homogeneous or not.

The hypothesis formulas as follows:

$H_0$ : data have the homogenous variances

$H_a$ : data have not homogenous variances

The criteria acceptance:

$H_0$  is accepted if  $F_{\text{observed}} < F_{\text{critical}}$ , it means that the variance of the data is homogenous.

$H_a$  is accepted if  $F_{\text{observed}} > F_{\text{critical}}$ , it means that the variance of the data is not homogenous.

**Table 8**  
**Homogeneity of Experimental Class A and Experimental Class B**

	The biggest Variance	The smallest Variance	$F_{\text{observed}}$	$F_{\text{critical}}$	Calculation
<b>Pre-Test</b>	93.21	74.93	1.24402	1.9	Homogenous
<b>Post-Test</b>	43.14	34.02	1.26824	1.9	Homogenous

Based on Table 7, it can be seen that the result of pre test was 1.24402 and the result of post-test was 1.26824, while the  $F_{\text{critical}}$  at the significant level of 0.05 is 1.9. It proves that  $H_0$  is accepted because  $F_{\text{observed}}$  is  $< F_{\text{critical}}$ . It means that the variance of the data is homogenous. (See appendix 22 and 23)

### c. Result of Hypothetical Test

Based on the previous explanation, the normality and homogeneity test were satisfied. Therefore, the following t-test by independent t-test for hypothetical of test was used.

The hypotheses as follows:



$H_0$  : There was no significant difference between the use of Transition Action Detail strategy and Content Purpose Audience Strategy in increasing the students' narrative text writing ability of the Eighth Grade of second Semester at SMP N 2 Katibung in the Academic Year of 2018/2019.

$H_a$  : There was significant difference between the use of Transition Action Detail strategy and Content Purpose Audience Strategy in increasing the students' narrative text writing ability of the Eighth Grade of second Semester at SMP N 2 Katibung in the Academic Year of 2018/2019. The criteria of the test as follows:

$H_0$  is accepted, if the score of  $T_{\text{observed}} < T_{\text{critical}}$ , on other case  $H_a$  administered.

$H_a$  is accepted, if the score of  $T_{\text{observed}} > T_{\text{critical}}$ , with  $\alpha = 0.05$  (5%)

The result was showed in table 8 below:

**Table 9**

**The Result of Hypothesis Test**

he Difference	-observed	T-critical	Conclusion
	5.19327	2.000	Significant

In this case the significant level of 0.05 was used. Based on the result of T-test calculation (Table 8), it showed that T-observed was higher than T-critical; the result was  $5.19327 > 2.000$  which means that  $H_a$  was accepted because  $T_{\text{observed}} > T_{\text{criteria}}$ . Thus, it can be assumed that there was significant difference of Transition Action Detail strategy and Content Purpose Audience Strategy in increasing the students' Narrative Text

Writing Ability at the Eighth Grade of second Semester at SMP N 2  
Katibung in the Academic Year of 2018/2019. (see Appendix 24)

### C. Discussion

In SMPN 2 Katibung, English subject was taught twice a week. The researcher gave the first treatment in experimental class at 9.30 and in experimental class B at 10.50 am on Wednesday, February 7<sup>th</sup>, 2019. In the experimental class A which consists of 25 students and in the experimental class B which consists of 25 students. There was no student absent in the experimental class A and experimental class B. then, on Thursday 8<sup>th</sup>, 2019, the researcher gave the second treatment in experimental class B at 10:50 am and in the next day second treatment was given to experimental class A at 09:30 am. There was no student absent in the experimental class A and experimental class B.

Most students in the experimental class A and experimental class B gave response to what teacher instructed. All of students in the experimental class A and experimental class B gave good response. They tried to do those activities well. They were enthusiastic in teaching learning process. The researcher asked to the students both in the experimental class A and experimental class B, they said that they enjoyed learning writing through TAD and CPA strategy. They helped students to retell of narrative text writing.

After getting the treatments and post-test was conducted, it found that there was significant difference between the experimental class A and experimental class B those who are taught through TAD and those who are taught through CPA. Where the result of teaching narrative text writing those

who are taught through TAD was higher than those who are taught through . It could be seen the mean post-test score of experimental class A was 74.18 and in the post-test score of experimental class B was 72.82.

Based on the analysis of the data and the testing of hypothesis, the result of the calculation was found that the null hypothesis ( $H_0$ ) was refused and the alternative hypothesis ( $H_a$ ) was accepted. The result of data analysis showed that the result of T-test is 5.19327 and the result of T-critical is 2.000, because the  $t_{\text{observed}} > t_{\text{critical}}$ , it means that there was a significant different achievement between the students those who are taught through TAD and those who are taught through CPA towards students' narrative text writing ability.

From the analysis above, we know that the students who got high frequency of got better result than CPA. So, in this case, the researcher would like to say TAD was one of good approach in motivating students learning English in narrative text writing. It can be said that TAD can improve students' narrative text writing.

It was supported by the previous research which has done by Mimi Rahmita. It says that this strategy is effective to solve the problem because students. Based on the result get difficulties to develop their idea in writing activity due to lack of vocabulary and grammar. Furthermore, this strategy is suitable for the teachers if they want to improve their student's score and helps to create plans before writing something.<sup>82</sup> Herein, by using Transition Action Detail Strategy in the teaching and learning writing skill can help the students to be better in writing.

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<sup>82</sup>Mimi Rahmita A, *The Effect Of Using Transition- Action- Detail (TAD) Strategy Toward Students' Skill In Writing Narrative Text Of The Second Year Of SMAN 1 Kampar Timur Kampar Regency*. Faculty Of Education And Teacher Training State Islamic University Of Sultan SyarifKasim Riau Pekanbaru. 2013

As mentioned in the holy Quran on surah Al-Imran:

وَمَا جَعَلَهُ اللَّهُ إِلَّا بُشْرَىٰ لَكُمْ وَلِتَطْمَئِنَّ قُلُوبُكُم بِهِ وَمَا النَّصْرُ إِلَّا مِنْ عِنْدِ اللَّهِ الْعَزِيزِ الْحَكِيمِ (١٢٦)

“And Allah made it not except as (a sign of) good tidings for you and to reassure your heart thereby. And victory is not except from Allah, the Exalted in Might, the Wise.” (QS. Al-Imran 3:126)<sup>83</sup>

To make students think freely about they are going to write and help them in generating ideas, the teacher should give the method or strategy in order to help to help them write well. Al a'ziizi in this verse means as an assist (strategy) which is used to help the students in learning writing. In this case, Transition Action Detail strategy make students were active, enthusiastic and interested in writing. The students can express their ideas with their friends. This strategy can minimize the students' difficulties in writing and help the teacher teaching writing process. It was proven by the post-test score of the students which is higher when write through Transition Action Detail Strategy than Content Purpose Audience Strategy.

Thus, can be concluded that Transition Action Detail Strategy is a good Strategy to be implemented to help students in creating plans before writing and also increasing their score especially writing score.

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<sup>83</sup> Allama Abdullah Yusuf Ali, The Holy Quran: Arabic Text with English Translation (New Delhi: Millat Book Center, 2006), p.66.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the result of data analysis in previous chapter, the result of research showed that in hypothetical test  $H_a$  was accepted and  $H_o$  was rejected. In this research the researcher used the level of significant  $\alpha = 0.05$  and found that  $t_{critical}$  was 2.000.  $H_a$  was accepted because  $t_{observed}$  was 5.19327 and  $t_{critical}$  was 2.000, it means that  $t_{observed}$  was higher than  $t_{critical}$  or ( $t_{observed} > t_{critical}$ ).

Furthermore, based on the result of the research that was carried out in SMP N 2 Katibung South Lampung, the researcher concluded that there is advantages of using Transition Action Detail Strategy towards students' narrative text writing at the first semester of the eighth grade at SMP N 2 Katibung South Lampung in Academic year 2018/2019.

#### **B. Suggestion**

Based on the result of this research, the researcher proposed suggestions as follows:

##### **1. Suggestion to the teacher**

It is quite important for the English teacher especially the English teacher in SMPN 2 Katibung to improve students' writing skill. The teacher needs to arrange certain activities that make the students work actively and will not make them bored during the teaching and learning

process. It is better for them to employ the TAD strategy when they teach writing narrative texts to the students.

## **2. Suggestion for the Student**

The TAD strategy simulated the students' written responses. It was much easier for them to construct and develop their ideas by using the TAD strategy. They could arrange the events of the story correctly. Then, they could check their vocabulary in their sentences before they wrote them down in the paragraphs. The TAD strategy also attracts the students' interest and motivation in the teaching and learning process. Therefore, it is better for them to continue these activities in the future.

## **3. Suggestions for Other Researchers**

- a. In this research, Transition Action Detail Strategy and Content Purpose Audience strategy were applied to increase students' narrative text writing ability. The other researcher can use those two strategies more effectively if the time is enough, so after giving Transition Action Detail Strategy and Content Purpose Audience strategy, they can give explanation more clearly by face to face with the students.
- b. In this research, the treatments had done in three meetings. Other researchers can spend more time in giving the treatments of the students so that the targets can get more exercise.
- c. In this research, Transition Action Detail Strategy and Content Purpose Audience Strategy were used to help the students of junior



high school, especially in narrative text writing ability. Further researchers can implement these strategy different levels of students, senior high school for instance.

- d. The research was focused on comparison between Transition Action Detail Strategy and Content Purpose Audience Strategy in increasing students' narrative text writing ability. Therefore, it is suggested for the next researcher to compare between Transition Action Detail Strategy and Content Purpose Audience Strategy in increasing other English skills such as listening, speaking, or reading.



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The research gave the treatment in Experimental class A



The research gave the treatment in Experimental class B





The research gave the students written test in experimental class A



The research gave the students written test in experimental class B



With the students